

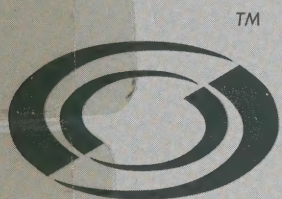
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Secrétariat du Conseil du Trésor  
du Canada

UNIVERSAL  
CLASSIFICATION  
STANDARD



NORME  
GÉNÉRALE DE  
CLASSIFICATION



# Universal Classification Standard

Canada









Date: October 8, 1999

To: Chiefs of  
Classification

SUBJECT: Release of  
Universal  
Classification  
Standard 2.0 and  
Next Steps

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I am pleased to provide you with the Universal Classification Standard (UCS) 2.0, the job classification instrument developed by, and for, the Public Service of Canada. Effective immediately, UCS 2.0 supercedes all previous releases of the Standard.

#### **The UCS 2.0**

The UCS 2.0 includes the following sections:

- Factors and elements - the four factors and 16 elements that comprise the Standard.
- Weights and Levels - although a section is provided for the weights and levels, this section is empty at present. Weights and levels will be released at the end of the current consultation period, once approved.

Date : 8 octobre 1999

Aux : Chefs de la classification

OBJET : La diffusion de la Norme  
générale de la  
classification 2.0 et  
les prochaines étapes

---

Je suis heureuse de vous faire parvenir la Norme générale de classification (NGC) 2.0, l'instrument de classification des emplois conçu par et pour la fonction publique du Canada. Désormais, la NGC 2.0 remplacera toutes les versions antérieures de la Norme.

#### **La NGC 2.0**

La NGC 2.0 comprend les sections suivantes :

- Facteurs et éléments - Les quatre facteurs et les 16 éléments qui constituent la Norme.
- Facteurs de pondération et niveaux - Quoiqu'une section soit réservée pour ces facteurs et niveaux, elle est vide pour l'instant. Ils seront diffusés à l'issue des consultations en cours, dès leur approbation.

interpret and apply the UCS reliably and consistently.

It is important to note that UCS 2.0 includes no changes to design intent, rating scale structure, or information reporting requirements. It is simply a more consistent and refined version of UCS 1.1. We have applied many of the same simplification principles used in the rewritten elements of UCS 1.1, to the other nine elements and the entire document has been edited for consistency and readability of both language versions, including gender neutrality and blue-collar bias. In this regard, many people from departments and unions have made good suggestions and we considered them all.

The Supplementary Application Guidelines have also been edited to make them easier to understand and apply. The "Do's and Don't" sections have been revised, and the examples used to anchor the elements have been revised to prevent confusion.

pour assurer l'interprétation et l'application uniformes et fiables de la NGC.

À noter que, dans la NGC 2.0, aucun changement n'a été apporté au concept initial, à la structure des échelles d'évaluation ou aux exigences touchant les renseignements à fournir. Il s'agit tout simplement d'une version améliorée et plus uniforme de la NGC 1.1. Nous avons appliqué aux neuf autres éléments bon nombre des principes de simplification appliqués aux éléments remaniés de la NGC 1.1, et le document au complet a été révisé pour en assurer la cohérence et la lisibilité dans les deux langues, y compris éliminer le sexisme et les préjugés à l'endroit des cols bleus. À cet égard, beaucoup de gens, soit des ministères ou des syndicats, nous ont fait des suggestions utiles dont nous avons tenu compte.

Les Lignes directrices supplémentaires d'application ont également été remaniées pour être plus faciles à comprendre et à appliquer. Les sections « À faire et à ne pas faire » ont été révisées, tout comme l'ont été les exemples donnés pour ancrer les éléments, afin d'éviter toute confusion.



For ease of reference, a detailed list of all revisions is attached.

These sections are published in an easy to use loose-leaf format, ready for inclusion in a binder.

The UCS 2.0 is available for downloading from the UCS Intranet site <http://publiservice.tbs-sct.gc.ca/ucs-ngc> or from our Internet site at <http://www.tbs-sct.gc.ca/ucs-ngc>. If you have questions, please contact Jeff Lamb, UCS Communications Manager, at (613) 946-3095.

Beginning with the release of UCS 2.0, Public Works and Government Services Canada (PWGSC) will serve as publisher for the UCS. Public Service organizations are free to reproduce any additional copies they may require, or they may order them from PWGSC Canadian Government Publishing by calling 1-800-635-7943.

### **Next Steps**

TBS is now in the process of consulting thoroughly with unions and departments on the development of weights

À titre de référence, vous trouverez ci-joint la liste détaillée de toutes les révisions.

Ces sections sont imprimées sur des feuilles mobiles faciles à utiliser et à classer dans une reliure.

La NGC 2.0 peut être téléchargée du site Intranet de la NGC, <http://publiservice.tbs-sct.gc.ca/ucs-ngc>, ou de notre site Internet, <http://www.tbs-sct.gc.ca/ucs-ngc>. Pour toute question sur ce qui précède, prière d'appeler Jeff Lamb, gestionnaire des communications de la NGC, au (613) 946-3095.

Pour la NGC 2.0 et par la suite, ce sera Travaux publics et Services gouvernementaux Canada (TPSGC) qui sera l'éditeur des publications de la NGC. Les organismes de la fonction publique peuvent en tirer librement autant d'exemplaires qu'ils le désirent, ou ils peuvent les commander des Éditions du gouvernement du Canada, de TPSGC, qu'on peut rejoindre au 1-800-635-7943.

### **Prochaines étapes**

Le SCT mène actuellement de vastes consultations auprès des syndicats et des ministères en vue de l'établissement des



and levels and on the administrative and operational consequences of conversion to the new Standard. The purpose of these consultations is to obtain meaningful feedback on our weights and levels proposals and in identifying the administrative and operational consequences of UCS conversion. We believe this will ensure a smoother transition to the UCS.

At the end of these consultations the approved weights and levels will be released, in December 1999. We are now making plans to help department and union officials study the impacts and develop strategies for change management. After release, departments will have about 12 weeks - until March 31, 2000, to become conversion-ready.

For this reason, and because of the data requirements of the collective bargaining process, the deadline for all departments to submit rating information for all of their employees remains the end of December 1999.

Before closing, I would like to thank the many departmental employees and union officials who have

facteurs de pondération et des niveaux et au sujet des conséquences, sur les plans administratif et opérationnel, de la conversion à la nouvelle Norme. Ces consultations visent à recueillir des commentaires pertinents sur les facteurs de pondération et les niveaux proposés et à cerner les conséquences précitées. Nous croyons que cela facilitera la transition à la NGC.

Une fois les consultations terminées, les facteurs de pondération et les niveaux approuvés seront diffusés, en décembre 1999. Nous sommes en train de dresser des plans pour aider les ministères et les syndicats à examiner les répercussions éventuelles et à élaborer des stratégies de gestion du changement. Une fois les facteurs et niveaux diffusés, les ministères auront environ 12 semaines, soit jusqu'au 31 mars 2000, pour se préparer à la conversion.

C'est pourquoi, et aussi en raison de l'information dont on a besoin pour la négociation collective, le délai imposé à tous les ministères pour la remise des données d'évaluation sur tout le personnel reste la fin de décembre 1999.

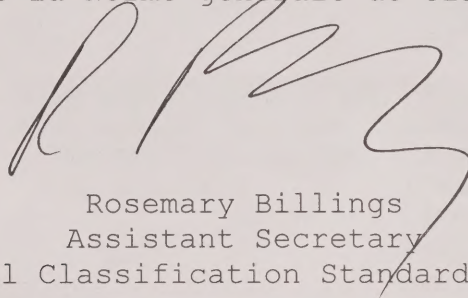
J'aimerais enfin remercier les nombreux fonctionnaires et représentantes et représentants syndicaux qui nous ont fait



shared their expertise and given their time and energy to help arrive at this stage. We appreciate that you agree with us that it is a worthwhile investment in the future development of the Public Service of Canada.

profiter de leur expertise et qui ont consacré temps et énergie pour nous aider à parvenir où nous en sommes aujourd'hui. Nous sommes heureux qu'ils aient convenu avec nous qu'il s'agissait d'un investissement judicieux pour l'avenir de la fonction publique du Canada.

La Secrétaire adjointe  
Division de la Norme générale de classification




Rosemary Billings  
Assistant Secretary  
Universal Classification Standard Division

Attachments

Pièces jointes





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## LIST OF SIGNIFICANT REVISIONS - UCS 2.0

This is a summary of the main revisions made to the content of the *Universal Classification Standard (UCS) 2.0*. The following table is divided into three parts: UCS 2.0, UCS 1.1 / UCS 1.0 and a note to explain the reason for the revision. This summary does not include corrections made to ensure concurrence between the official languages nor corrections of an editorial or linguistic nature to improve readability. The following revisions were made to improve clarity and should have no impact on work description writing requirements.

If you have any questions about these modifications, please contact Cathy Knight, Project Officer, Universal Classification Standard Division, at 613-941-7264.

UCS 2.0	UCS 1.1 / UCS 1.0	Reason for Revision
Factor notes are incorporated in the elements.	Notes were under Factor only.	Transfer to elements enhances clarity and consistent application.
<b>Factor 1 – Responsibility</b>		
In the six elements under this Factor, the word “accountability” has been replaced by “responsibility”. The French text has not changed.	The words “responsibility” and “accountability” were used interchangeably, sometimes creating confusion.	Since we are in the Responsibility Factor, it was appropriate to use “responsibility” consistently. Only the English text was revised. There was no need to revise the French text.
<b>Element 2 – Well-being of Individuals</b>		
In Notes: “Responsibility for ensuring that policies or standards have been met or for providing services as an occupational safety and health officer should be considered under the Ensuring Compliance element.”	“Responsibility for ensuring that policies or standards have been met or for providing services as a mediator, conciliator or arbitrator, or occupational safety and health officer should be considered under Ensuring Compliance.”	The phrase “or for providing services as a mediator, conciliator or arbitrator” was deleted since that mediation and arbitration are no longer measured exclusively under this element.
<b>Element 3 – Leadership of Human Resources</b>		
In Definitions: ▪ “recommending or approving training and development of employees; ▪ monitoring the deliverables of people from outside the federal Public Service;”	“recommending and /or approving training and development;”	The new wording better differentiates what applies to employees and what applies to contractor deliverables.



UCS 2.0	UCS 1.1 / UCS 1.0	Reason for Revision
<p>In Rating Scale: Degree 1 – “Responsible for working with others; directing people to sources of supplies and services required in the work.”</p>	<p>Degree 1 – “No accountability.”</p>	<p>This change to open up the scale has already been addressed through instructions (UCS Information bulletin # 5) to departments.</p>
<b>Element 4 – Money</b>		
<p>In Definitions: “<b>Risk</b>, in the context of this element, refers to the potential for, and the magnitude of, decisions made about money, on the federal government and Canadians. The risk may range from low to medium or high.</p> <ul style="list-style-type: none"> <li>• <b>Low risk</b> means that there is little possibility of a problem occurring, and that any problem that did arise would have a low magnitude (the area affected would be extremely limited or local).</li> <li>• <b>Medium risk</b> means that either there is a substantial possibility of a problem occurring <b>or</b> that the scope of the problem would be wide-ranging.</li> <li>• <b>High risk</b> means that there is a strong possibility of a problem occurring and that the problem that did arise would have a substantial magnitude. This could be because the number of people or programs affected is large, or because the issue is high profile and contentious.”</li> </ul>	<p>“Risk refers to the potential and magnitude of a financial impact on the federal government. The impact may range from low (low potential and low magnitude in small dollar-value transactions) to medium or high impact (moderate to high potential combined with moderate to high dollar-value transactions). Potential for negative financial impact is mitigated by the extent of controls.”</p>	<p>Members of the evaluation committees for 5KR in Asticou indicated that the definition of risk was not well understood. The new definition brings the required clarifications.</p>
<p>In Rating Scale title: “Degree of Responsibility”</p>	<p>“Extent of Latitude”</p>	<p>The title was revised to demonstrate design intent consistently.</p>
<b>Element 5 – Physical Assets and Products</b>		
<p>In Rating Scale title: “Degree of Responsibility”</p>	<p>“Purpose”</p>	<p>The title was revised to demonstrate design intent consistently.</p>



UCS 2.0	UCS 1.1 / UCS 1.0	Reason for Revision
In Rating Scale: Degree 1 – “Responsible for physical assets or products used in the performance of one’s own work.”	Degree 1 – “No responsibility.”	This change to open up the scale has already been addressed through instructions (UCS Information bulletin # 5) to departments.
Degree 2 – “Responsible for the upkeep or maintenance of physical assets or products used in the performance of one’s own work.”	Degree 2 – “Physical assets and products used in the performance of own work.”	This change to open up the scale has already been addressed through instructions (UCS Information bulletin # 5) to departments.
<b>Element 7 – Job Content Knowledge Application Skill</b>		
In Element Description: “The UCS recognizes that value lies in applying relevant knowledge to carry out the responsibilities of the work. Skill is needed to apply knowledge when analyzing, caregiving, collaborating, co-ordinating, constructing, consulting, fixing, interpreting, organizing, providing service, researching, synthesizing and troubleshooting.”	“Skill is the application of knowledge through analyzing, collaborating, co-ordinating, constructing, consulting, innovating, interpreting, managing, organizing, problem solving, researching, and synthesizing. The UCS recognizes that value lies in applying relevant knowledge to carry out the responsibilities of the work.”	A more inclusive gender neutral list of job content knowledge applications is included.
In Notes: “A combination of apprenticeship, experience, and vocational learning can be equivalent to a university degree.”		A note on trade groups equivalence was included.

UCS 2.0		UCS 1.1 / UCS 1.0	Reason for Revision
<b>Element 8 – Contextual Knowledge</b>			
In Element Description: (new second paragraph added) “This element measures six areas of Contextual Knowledge. They are knowledge of one’s own work unit, one’s own department or agency, other federal government departments or agencies, Canadian private sector and other public sectors, international private and public sectors, and legislation and regulations. Each of these areas is measured separately. The element recognizes that a requirement for extensive contextual knowledge in one area does not necessarily imply a requirement for similar depth in another.”			The new Element Description introduces the six areas evaluated in the rating scale. This paragraph was removed from the Supplementary Application Guidelines 1.1 and inserted in UCS 2.0.
In Rating Scale title: “Degree of Breadth”	“Knowledge of organizations, people, external circumstances”		The title was revised to demonstrate design intent consistently.
<b>Element 9 – Communication</b>			
“B. Communication Out (Making Oneself Understood)”	“B. Communication Out (Being Understood)”		The title was revised in the English version to demonstrate design intent consistently. There was no need to revise the French text.
<b>Element 11 – Intellectual Effort</b>			
In Element Description, Definitions and Rating Scale The expression “the difficulty of the problems” was replaced by “the intensity of the effort”.			The expression “intensity of the effort” is in keeping with the Effort Factor and will improve reliability in application.
In Rating Scale title: “Degree of Intensity (Difficulty of Problems)”	“Difficulty of Problems”		The title was revised to demonstrate design intent consistently.
<b>Element 12 – Sustained Attention</b>			
In Element Description and Definitions, the expression “tolerance for lapse in attention” was replaced by “the intensity of the effort”.	“Tolerance for Lapse in Attention”		The expression “intensity of the effort” is in keeping with the Effort Factor and will improve reliability in application.



UCS 2.0		UCS 1.1 / UCS 1.0	Reason for Revision
In Rating Scale title: “Degree of Intensity (Tolerance for Lapse in Attention)”	“Tolerance for Lapse in Attention”		The title was revised to demonstrate design intent consistently.
<b>Element 14 – Physical Effort</b>			
In Rating Scale title: “Duration”	“Amount of Time”		The title of the English text was revised to demonstrate design intent consistently. There was no need to revise the French text.
<b>Element 15 – Work Environment</b>			
In Definitions: Extent and exposure definitions are removed.			The terms “extent” and “exposure” are defined in the element but never used or mentioned again so we have removed them.







Treasury Board of Canada  
Secrétariat

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du Canada

## UNIVERSAL CLASSIFICATION STANDARD

TM



NORME  
GÉNÉRALE DE  
CLASSIFICATION



# UCS **2.0** Factors and Elements

October 1999

Canada

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## **Factor I: Responsibility**

This factor measures responsibility in the work for people, ideas, and things. It comprises six elements:

- **Information for the Use of Others**
- **Well-being of Individuals**
- **Leadership of Human Resources**
- **Money**
- **Physical Assets and Products**
- **Ensuring Compliance**







## **Factor II: Skill**

This factor measures what employees need to know about, or be able to do, in order to perform the assigned work. It comprises four elements:

- **Job Content Knowledge Application**
- **Contextual Knowledge**
- **Communication**
- **Motor and Sensory Skills**







## **Factor III: Effort**

This factor measures the mental and physical exertion required by the work. It comprises four elements:

- **Intellectual Effort**
- **Sustained Attention**
- **Psychological/Emotional Effort**
- **Physical Effort**







## **Factor IV: Working Conditions**

This factor measures the physical and psychological conditions under which the work is performed, and their potential effects on the health of employees. It comprises two elements:

- **Work Environment**
- **Risk to Health**







# Universal Classification Standard (UCS) 2.0<sup>©</sup>

## Factors and Elements

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# Introduction to UCS 2.0

## The Universal Classification Standard

The *Universal Classification Standard (UCS) 2.0* was designed by, and for, Public Service employees to help them to manage more effectively the wide range of work they do and to serve Canadians better. It reflects the immense changes that have occurred in the workplace over the past 30 years, and values the new ways in which programs and services are developed and delivered to Canadians.

The UCS has three over-arching goals—universality, gender neutrality, and simplicity.

- **Universality** means that the Standard is capable of evaluating the full range of work characteristics within the Public Service of Canada.
- **Gender Neutrality** means that the Standard can identify and positively value the characteristics of work done by women and men, including work that has been historically "invisible" or undervalued.
- **Simplicity** means that the design and administration of the Standard can support a straightforward and efficient method of valuing and describing work.

To meet these goals, the Standard must be capable of comparing the work of a caregiver in Charlottetown with the work of a policy analyst in Ottawa, an administrative assistant in Winnipeg, and a ship repair technician in Victoria. It must be able to do so reliably, it must minimize the impact of gender bias, and it must be simpler and easier to use than previous systems.

The Universal Classification Standard also conforms to the *Canadian Human Rights Act (CHRA)*, which stipulates that:

*"In assessing the value of work performed by employees employed in the same establishment, the criterion to be applied is the composite of the skill, effort and responsibility required in the performance of the work and the conditions under which the work is performed."*

In compliance with this stipulation, the Universal Classification Standard comprises four factors: *Responsibility, Skill, Effort, and Working Conditions*. Each factor is subdivided into elements so that the full range of work in the Public Service can be evaluated.

The UCS has  
3 goals...

The UCS  
conforms to  
the CHRA.





The four factors measure the work requirements from the following perspectives:

**Responsibility** measures responsibility in the work for people, ideas, and things. It comprises six elements:

- Information for the Use of Others
- Well-being of Individuals
- Leadership of Human Resources
- Money
- Physical Assets and Products
- Ensuring Compliance

**Skill** measures what employees need to know about, or to be able to do, to perform the assigned work. It comprises four elements:

- Job Content Knowledge Application
- Contextual Knowledge
- Communication
- Motor and Sensory Skills

Four *Factors* of  
the UCS ...

**Effort** measures the mental and physical exertion required by the work. It too comprises four elements:

- Intellectual Effort
- Sustained Attention
- Psychological/Emotional Effort
- Physical Effort

**Working Conditions** measures the physical and psychological conditions under which the work is performed, and their potential effects on the health of employees. It comprises two elements:

- Work Environment
- Risk to Health

The UCS uses a point-rating method of evaluating work. Point-rating is an analytical, quantitative method of determining the relative values of jobs. Essentially, point-rating systems define characteristics common to the jobs being evaluated. They define degrees of each element and assign point values to each degree. The total point value for each job is the sum of the point values assigned to the elements.



## Evolution of the UCS 2.0

In December 1998, extensive tests were conducted on the UCS I.0 to determine how well it was meeting its design objectives. The tests were conducted using real-world information based on a sample of 5,000 Public Service jobs. Overall, the team found that the goals were being met reasonably well. However, the tests indicated the need to improve the reliability with which the UCS was being used, by making it easier to interpret and apply. For this reason, we prepared the revised elements in the series of publications UCS I.I.–Part I. The Universal Classification Standard 2.0 is a refined version of the UCS I.I. Its release will enable departments to continue their progress in implementing the Standard with increased reliability and consistency.

## Suggestions for Evaluators

Below are some practical suggestions to consider before you begin evaluating work descriptions.

- Read and make sure you understand the element description, definitions, considerations, and notes.
- Familiarize yourself with the rating scale. A solid understanding of the focus of the element, the variables, and the rating scale or grid is critical to evaluating work accurately.
- For further clarification, re-read the “Notes” section of each element after you have reviewed the rating scale.
- Review the Supplementary Application Guidelines for the various elements. These Guidelines are designed to help you interpret and apply the UCS consistently and reliably, and offer many useful insights about the design intent of the different elements.
- Always keep in mind the factor under which a particular element is located. For example, the elements *Information for the Use of Others*, *Well-being of Individuals*, *Leadership of Human Resources*, *Money*, *Physical Assets and Products*, and *Ensuring Compliance* are under the *Responsibility Factor*. Therefore, when you are evaluating *Information for the Use of Others*, for example, you are evaluating the degree of *responsibility* the work requires for information that is used by other people. The effort or skill required to handle the information, or the working conditions under which the work is performed, are evaluated under other factors.
- Make sure to use all the information in the work description that is pertinent to the element you are rating, even if you find the information written under a different element heading in the work description.

Tips for  
evaluators



## **Authority**

The UCS 2.0 supersedes all earlier versions of the Standard. It will serve as the classification reference for administering the conversion and for processing any grievances that may result.





## **Factor I: Responsibility**

This factor measures responsibility in the work for people, ideas, and things. It comprises six elements:

- **Information for the Use of Others**
- **Well-being of Individuals**
- **Leadership of Human Resources**
- **Money**
- **Physical Assets and Products**
- **Ensuring Compliance**





## Element 1: Information for the Use of Others

### Element Description

*Information for the Use of Others* measures the **extent** and **impact** of responsibility for information that is used by others.

### Definitions

**Information** is:

- the communication or receipt of knowledge or intelligence
- knowledge obtained through investigation, study, or instruction
- facts, data, or a signal or character representing data (as in a communication system or computer)
- any of the above produced, owned,\* or managed by federal departments and agencies, and required for their operations.

Examples of information include the **content** of: correspondence, memoranda, case files, reports, published materials (books, pamphlets, brochures, product monographs), intellectual property, plans, drawings (maps, diagrams, pictorial or graphic works), photographs, microforms, recordings (audio and video), machine-readable data. This information may include the following:

- Sensitive information, which is protected by the *Official Secrets Act*, the *Income Tax Act*, the *Statistics Act*, the *Access to Information Act*, the *Privacy Act*, or other federal legislation.
- Personal information (see footnote), which is protected by the *Privacy Act*, including, for example, age, marital status, religion, education, medical records, fingerprints, blood type, personal opinions, correspondence that is private or confidential, and views about a person.

**Others** – in this element means individuals, agencies, departments, organizations, or particular segments of society.

**Extent** – considers the degree of responsibility or the freedom to decide what is done to or with the information. It comprises four types of responsibilities, alone or in combination:

---

\* The exceptions to information that is “owned” by the federal government are personal information and spoken advice before it is documented, recorded, or acted upon.

Information is  
content ...





Degree of  
responsibility for  
information is ...

- **Dissemination** – responsibilities associated with the delivery of information, such as inputting, relaying, or transmitting (orally, in writing, or electronically).
- **Processing** – responsibilities such as planning, co-ordinating, collecting (gathering), or sorting information, or transforming it into another format (for example, from one written language to another, from one computer language to another, from satellite data to machine-readable data, from the spoken to the written word).
- **Development** – responsibilities for elaborating on existing information to produce new concepts, forms, or information products, such as strategies, policies, procedures, standards, protocols, methodologies, computer program design specifications, or Treasury Board submissions, in any format and on any subject.
- **Creation** – responsibilities associated with bringing things into existence, such as establishing frameworks for strategies, policies, procedures, standards, protocols, methodologies, or computer program design specifications; establishing frameworks for the delivery of information processing and information development services; or advancing or adding to existing bodies of knowledge as a result of direct observation, testing, or measurement.

**Impact** – considers how the information disseminated, processed, developed, or created will be used by others, either within or outside the federal government. The information may be used:

How the  
information will be  
used ...

- to **maintain** certain aspects of a federal Public Service organization's day-to-day operations;
- to **improve** a federal Public Service organization's operations or services. That is, the information or information product—a policy, a standard, expert advice, knowledge disseminated through teaching, new forms, etc.—will ultimately enhance the way an organization does business;
- to **access** or **benefit from** government services and programs. That is, the information helps individuals or a segment of society to find out about and take advantage of government services and programs, or helps client federal agencies or departments to make decisions; or
- to **exploit** the results of federal government policy, research, or development. That is, the information may be further developed for application or wide distribution.



## Notes

1. When evaluating responsibility under the *Responsibility Factor*, evaluate only those characteristics of work over which the individual has direct responsibility or control. Do not consider indirect responsibility or arm's-length influence.
2. Consider **only** information that is used by others.
3. Where responsibility is shared, consider each job to have the same degree of responsibility, unless the responsibility of each is specified and different.
4. Where more than one responsibility exists, value the greatest responsibility encountered in the work, excluding rare or chance circumstances. Do not consider the amount of time spent carrying out responsibilities.
5. Even where not specified, greater degrees in the scale may include characteristics found in lesser degrees.
6. Evaluate the responsibility for the content of information, not for the form (for example, the content of a book is information, whereas the book is a physical asset).
7. Evaluate the responsibility for disposing of and archiving information under the *Physical Assets and Products* element.
8. Evaluate the responsibility for coding computer programs (computer programming) under *Physical Assets and Products*.
9. Responsibility for ensuring that policies or standards have been met should be considered under the *Ensuring Compliance* element.
10. When assessing responsibility using the two-dimensional scale (or grid), use the vertical dimension first, then, dealing with the same work characteristic, use the horizontal dimension.
11. The examples provided in the "Degree of Responsibility" scale are not exhaustive and do not preclude the evaluation of equivalent responsibilities at the same degree.



## Rating Scale

For  
clarification,  
refer to the  
“Notes” on  
the previous  
page.

DEGREE OF RESPONSIBILITY (Extent)		DEGREE OF IMPACT			
		A	B	C	D
1	No responsibility.				
2	Responsible for uncomplicated dissemination or processing of information. (Includes relaying messages; updating information on files; opening, sorting, and distributing mail.) Latitude to select and apply specific procedures.				
3	Responsible for moderately complicated dissemination or processing or development of information. (Includes transforming information into alternative forms; explaining rights and entitlements.) Latitude to adapt procedures and/or make recommendations.				
4	Responsible for complicated dissemination or processing of information, or elaborating on existing information. (Includes developing policies, methodologies, standards.) Latitude to make recommendations.				
5	Responsible for development or creation of information. Latitude to make decisions.				

### DEGREE OF IMPACT

- A** To maintain certain aspects of a federal Public Service organization's day-to-day operations.
- B** To improve a federal Public Service organization's operations or services.
- C** To access and benefit from government services and programs.
- D** To exploit the results of federal government policy, research, or development.





## Element 2: Well-being of Individuals

### Element Description

*Well-being of Individuals* measures direct responsibility for supporting the health and development of individuals and for helping them to function better in their environment and in Canadian society. This responsibility includes protecting them from harm and providing for their welfare.

### Definitions

Supporting a  
client's well-being  
is a service ...

**Direct responsibility** is the obligation in the work to provide for the well-being of individuals. It also relates to the individual's expectations of the outcomes of the well-being provided. Direct responsibility for the well-being of individuals must meet two conditions:

1. The work must specify an obligation to provide service to one or more individuals.
2. The service must be based on the personal circumstances of the individual(s).

Who is a client?

**Individuals**, in the context of this element, refers to those persons who are dependent on services provided by the federal Public Service to meet their well-being needs. Such individuals include but are not limited to patients, offenders (for example, inmates, parolees), veterans, and other members of the public in situations where the Government of Canada has an obligation to provide for their well-being or best interests. Individuals can also include federal Public Service employees in situations where they are clients of services for which their well-being is paramount and an obligation to provide the service exists.



**Supporting** the health and development of individuals and **helping** them to function better in their environment and in Canadian society include:

- providing physical health services;
- providing psychological, behavioural, social, or spiritual counselling or services; and
- providing vocational or academic counselling or employment placement assistance.

**Protecting people from harm** includes:

- providing security services to protect an individual's personal safety;
- providing health and safety services in the workplace, *as required in the work*, such as ensuring the safety of a fellow employee by acting as a buddy or providing emergency first aid to fellow workers or others in the workplace;
- providing emergency care; and
- providing search and rescue services.

What kind of  
service?

**Providing for the welfare of individuals** includes:

- providing economic assistance (for example, to recipients of income support, disability insurance, Canada Pension Plan, veteran's benefits, employment insurance);
- providing essential personal needs, such as housing and nutrition, whether temporarily (for example, to an immigrant) or for the long-term (for example, to a veteran);
- providing advocacy services on behalf of an individual such as the services provided by an ombudsperson; and
- providing financial management services on behalf of an individual (for example, for a member of a First Nation or for a veteran).



## Notes

1. When evaluating responsibility under the *Responsibility Factor*, evaluate only those characteristics of work over which the individual has direct responsibility or control. Do not consider indirect responsibility or arm's-length influence.
2. Where responsibility is shared, consider each job to have the same degree of responsibility, unless the responsibility of each is specified and different.
3. Where more than one responsibility exists, value the greatest responsibility encountered in the work, excluding rare or chance circumstances. Do not consider the amount of time spent carrying out responsibilities.
4. All the work characteristics in the degree definition do not need to be present in the work for it to be rated at that degree, but to be rated there, the work needs to be described by the majority of statements in that degree.
5. Even where not specified, greater degrees in the scale may include characteristics found in lesser degrees.
6. An important distinction exists between what is measured under the *Well-being of Individuals* element and what is measured under the *Leadership of Human Resources* element. *Well-being of Individuals* does not measure such responsibilities as ensuring a safe and healthy work environment, motivating people, maintaining morale, and contributing to employee development. Because these responsibilities are part of leading people, measure them under the *Leadership of Human Resources* element.
7. Responsibility for the development of programs, policies, or standards directed at broad groups of people, professional care groups, or well-being staff, as well as responsibility for making knowledge available to others, should be considered under the *Information for the Use of Others* element.
8. Responsibility for ensuring that policies or standards have been met or for providing services as an occupational safety and health officer should be considered under the *Ensuring Compliance* element.





## Rating Scale

DEGREE OF RESPONSIBILITY	
<b>1</b>	No accountability for the well-being of individuals.
<b>2</b>	Obligation to be the first on the scene to provide emergency first aid or to provide directly for the health and safety of others in the workplace.  Obligation to be the first to decide on entitlements to benefits, access to financial help or other support services, etc.
<b>3</b>	Obligation to identify what needs to be done and who should do it, and to select from clearly defined options.  Sole provider(s) of first aid.  Expected to meet essential well-being needs (for example, nutrition, housing, and basic hygiene) in institutions and communities.  First-line counselling.
<b>4</b>	Obligation to identify, assess, and decide on various aspects of an individual's needs, and to adapt methods and treatment approaches.  Empowered to act within codes of ethics and/or professional codes.  Confidence that major developmental or health needs will be met.  Expectation of a change in health, behaviour, or attitude, or in the ability of the individual to function.
<b>5</b>	Ultimate federal well-being provider within a community.  Responsible for decisions about intervention, treatment, and assessment of needs.  Obligation to make decisions about what to treat, how, when, for how long, at what cost, etc.  Sole provider(s) of professional care. No second chance.

For clarification, refer to the “Notes” on the previous page.



## Element 3: Leadership of Human Resources

### Element Description

*Leadership of Human Resources* measures responsibility for leading people who are working to achieve the goals of the Public Service of Canada.

### Definitions

**Responsibility for leading people** considers a full range of responsibilities that affect the work people do. These include:

- planning, co-ordinating, or organizing the work of people involved in meetings, committees, projects, workshops, conferences, special events, etc.;
- scheduling, assigning, or monitoring work;
- leading project teams or working groups;
- establishing goals and priorities;
- identifying human resources needs;
- supervising or evaluating the performance of employees;
- managing human resources;
- chairing or facilitating meetings or committees;
- helping new people to adapt;
- contributing to new skill development (for example, by providing on-the-job training or technical guidance and direction);
- motivating;
- maintaining morale;
- recommending or approving training and development of employees;
- monitoring the deliverables of people from outside the federal Public Service;
- establishing and transmitting corporate values;
- setting the framework for how people are treated (including creating a fair and equitable work environment);
- ensuring a safe and healthy environment for people in the workplace, including providing information or training on the topic of occupational health and safety as an aspect of on-the-job training.

The range of  
formal and  
informal  
leadership  
responsibilities ...



Who are human  
resources?

**People** refers to colleagues, subordinates, employees of other federal departments and agencies, volunteers, agency personnel, students, interns, inmates used as workforce, persons on personal service or professional contracts, employees of other levels of government, and employees of private and public sector organizations.

## Notes

1. When evaluating responsibility under the *Responsibility Factor*, evaluate only those characteristics of work over which the individual has direct responsibility or control. Do not consider indirect responsibility or arm's-length influence.
2. Remember that leadership responsibilities may include “remote” leadership, that is, leadership for people who are not located at the same workplace as the leader.
3. Consider all circumstances, for example, sole or shared responsibility. Shared responsibility includes the self-directed team concept and collegial decision making. Where responsibility is shared, consider each job to have the same degree of responsibility, unless the responsibility of each is specified and different.
4. Where more than one responsibility exists, value the greatest responsibility encountered in the work, excluding rare or chance circumstances. Do not consider the amount of time spent carrying out responsibilities.
5. All the work characteristics in the degree definition do not need to be present in the work for it to be rated at that degree, but to be rated there, the work needs to be described by the majority of statements in that degree.
6. Even where not specified, greater degrees in the scale may include characteristics found in lesser degrees.
7. Evaluate responsibilities for the delivery of formal training and classroom teaching under the *Information for the Use of Others* element.
8. Responsibility for ensuring that policies or standards have been met should be considered under the *Ensuring Compliance* element.
9. The examples provided in the “Degree of Responsibility” scale are not exhaustive and do not preclude the evaluation of equivalent responsibilities at the same degree.





## Rating Scale

DEGREE OF RESPONSIBILITY	
1	Responsible for working with others; directing people to sources of supplies and services required in the work.
2	Responsible for participating as a member of a work team or project team; explaining or demonstrating work functions or processes; helping new people to adapt to the work environment.
3	Responsible for leading short-term project teams or work groups; chairing or facilitating meetings or committees; organizing (planning, co-ordinating) the work of people involved in meetings, committees, workshops, or conferences; contributing to new skill development by providing technical guidance.
4	Responsible for recommending membership on project teams; leading project teams, committees, or work groups on a regular basis; developing work plans and priorities; identifying human resources needs; evaluating performance; contributing to new skill development by recommending training and by providing technical guidance.
5	Responsible for recommending human resources levels; approving work plans; initiating and co-ordinating the work of multi-disciplinary project teams or work groups; developing broad priorities and work plans; initiating the creation of alternate ways to accomplish objectives, such as partnerships or teamwork; contributing to new skill development by providing functional direction.
6	Responsible for organizing work to achieve multiple results; authorizing human resources levels; setting and approving broad objectives and priorities; approving the creation of alternate ways to accomplish objectives, including partnerships and teamwork; promoting a fair and equitable work environment; promoting a work environment that supports continuous skill development.
7	Responsible for establishing corporate values and culture; setting the framework for how people are treated in the workplace; ensuring a safe and healthy workplace environment; establishing program directions; approving resourcing strategies and alternate ways to sustain a results-oriented, productive workforce; establishing the framework for continuous skill development.

For clarification,  
refer to the  
“Notes” on the  
previous page.





## Element 4: Money

### Element Description

**Money** measures responsibility in the work for the stewardship and comptrollership of financial resources. The responsibility falls into three areas: planning and controlling, acquiring funds, and spending funds. The element values these responsibilities according to the worker's latitude to take action and make decisions within the federal policies, guidelines, and regulations that govern the management of funds.

### Definitions

**Funds** includes parliamentary appropriations, joint funding arrangements, revenues, revolving funds, cash, cheques, acquisition and other credit cards, bus passes, travellers' cheques, and taxi chits. The amount is not considered.

**Planning and controlling** is defined as the responsibility for planning, budgeting, making projections, monitoring, accounting for, controlling, and safekeeping funds.

**Acquiring funds** is defined as bringing money into federal departments and agencies, other than through budgetary appropriations. Money may be brought in through activities such as collecting monies owed to the Crown or selling assets as well as through joint funding arrangements and cost recovery. The sources of these funds may be other federal government departments and agencies or may lie outside government.

Examples of acquiring funds include collecting debts or fees for products and services; soliciting financial contributions for shared projects with other federal government departments, other governments, corporations, or universities; and recovering costs from the sale of assets, licences, etc. The write-off of debts is also included under *Acquiring Funds*.

**Spending funds** is defined as buying goods and services and committing funds for grants and contributions. It is **not** limited to signing authority as defined under sections 32, 33, and 34 of the *Financial Administration Act*.

**Accounts receivable** refers to funds that are owed to the government for goods or services rendered.

The three areas  
of responsibility  
for money ...



**Responsibility Centre (RC)** refers to the scope of responsibility for a budget that allocates funds to salary and/or operating expenditures for a given fiscal year; there is flexibility to reallocate funds within the RC.

**Multiple Responsibility Centre budget** refers to a budget encompassing more than one RC; there is flexibility to reallocate funds across the RCs.

**Risk**, in the context of this element, refers to the potential for and the magnitude of problems arising out of decisions made about money, and their impact on the federal government and Canadians. Risk may range from low to medium or high.

- **Low risk** means there is little possibility of a problem occurring, and any problem that did arise would be of small magnitude (the area affected would be limited or local).
- **Medium risk** means either there is a strong possibility of a problem occurring **or** the magnitude of the problem would be substantial (the area affected would be wide-ranging).
- **High risk** means there is a strong possibility of a problem occurring **and** the problem would be of substantial magnitude (because the number of people or programs affected is large, or because the issue is high-profile and contentious).

**Write-off of debt** is the forgiveness or elimination of monies owed to the federal government. It could include monies owed for fees, loans, or overpayments.

## Consideration

Thrift is  
inherent ...

Negotiating discounts, spending wisely, and using “least-cost” methods to obtain best value are inherent in all areas of responsibility for money.





## Notes

1. When evaluating responsibility under the *Responsibility Factor*, evaluate only those characteristics of work over which the individual has direct responsibility or control. Do not consider indirect responsibility or arm's-length influence.
2. Where responsibility is shared, consider each job to have the same degree of responsibility, unless the responsibility of each is specified and different.
3. Where more than one responsibility exists, value the greatest responsibility encountered in the work in each area, excluding rare or chance circumstances. Do not consider the amount of time spent carrying out responsibilities.
4. Even where not specified, greater degrees in the scale may include characteristics found in lesser degrees.
5. The examples provided in the "Degree of Responsibility" scales are not exhaustive and do not preclude the evaluation of equivalent responsibilities at the same degree.
6. Responsibility under the *Money* element is reflected in three areas or sub-elements. Assign a value to each sub-element.
7. Assess each area of responsibility on its own merits. Assigning a degree to one sub-element of responsibility does not imply the same degree will apply to other sub-elements.
8. Each degree descriptor contains a responsibility statement and a latitude statement. Both the responsibility and the latitude statement must hold true for the job to be valued at a particular degree.
9. Evaluate managing loans or funds "In Trust" for a group under *Planning and Controlling*, but evaluate managing loans or funds "In Trust" for an individual under the *Well-being of Individuals* element.
10. Evaluate Accounts Payable under *Spending Funds*.
11. Evaluate Accounts Receivable under *Acquiring Funds*.
12. Evaluate the responsibility for writing off debts under *Acquiring Funds*.



13. The dollar value of an item, transaction, or budget is not a consideration —focus on the responsibility. Nevertheless, in some cases, extremely high dollar values might raise the profile and sensitivity of decisions.
14. This element does not evaluate responsibility for creating policy. Policy development is valued in the *Information for the Use of Others* element.
15. Responsibility for ensuring that policies or standards have been met should be considered under the *Ensuring Compliance* element.



This element has  
3 scales!

## Rating Scales

For clarification,  
refer to the  
“Notes” on the  
previous two  
pages.

<b>A - Planning &amp; Controlling DEGREE OF RESPONSIBILITY</b>	
<b>1</b>	No responsibility for planning and controlling money.
<b>2</b>	Responsible for tracking expenditures and/or making simple price comparisons.  Minimal latitude to deviate from directives and procedures. Processes and procedures are closely controlled.
<b>3</b>	Responsible for establishing and administering single, low-risk responsibility centre budgets.  <b>OR</b>  Responsible for conducting analyses, such as cost-benefit analysis, trend analysis, or forecasting, to support the development and control of budgets.  Some latitude to apply guidelines and choose different courses of action within established procedures and practices.
<b>4</b>	Responsible for integrating all financial analysis and information to set and control a budget, including latitude to reallocate within a budget. A budget at this degree is a budget for either multiple responsibility centres or a single medium- to high-risk responsibility centre.  <b>OR</b>  Responsible for conducting strategic risk management and contingency planning, and/or determining investment strategies.  Moderate latitude to apply directives and accepted processes and practices, and to choose from among a number of options within generally defined guidelines.
<b>5</b>	Responsible for managing multiple budgets, including the latitude to reallocate funds across budgets.  Substantial latitude to choose from among a large number of options within policy direction.





**B – Acquiring Funds**  
**DEGREE OF RESPONSIBILITY**

**1** No responsibility for acquiring funds.

**2** Responsible for calculating amounts owed and receiving monies for goods and services rendered (where rates are already set) and making bank deposits.  
Processes and procedures are closely controlled.  
Minimal latitude to deviate from directives and procedures.

**3** Responsible for integrating information from several sources to calculate amounts owing and/or to determine payment schedules and/or to establish collaborative initiatives, within an established rate structure.  
Some latitude to apply guidelines and choose different courses of action within established procedures and practices.

Responsible for determining and negotiating cost recovery, cost sharing, joint funding arrangements, common service agreements, or service sharing arrangements that result in the generation of new monies for projects or programs, and for determining rate structures.

**4** **OR**  
Responsible for conducting multiple and complex calculations for amounts owing.  
Moderate latitude to apply directives and accepted processes and procedures, and to choose from among a number of options within generally defined guidelines.

**5** Responsible for negotiating and managing major financial arrangements that result in the generation of new monies for the department or agency. These arrangements include joint funding arrangements, contribution agreements, and major project agreements.  
Substantial latitude to choose from among a large number of options within policy direction.

For clarification,  
refer to the  
“Notes” on  
pages 17 and 18.





For clarification,  
refer to the  
“Notes” on  
pages 17 and 18.

<b>C - Spending Funds</b> <b>DEGREE OF RESPONSIBILITY</b>	
<b>1</b>	No responsibility for the spending of funds.
<b>2</b>	Responsible for administering and/or using petty cash, travellers' cheques, or government acquisition or credit cards.  Processes and procedures are closely controlled.  Minimal latitude to deviate from directives and procedures.
<b>3</b>	Responsible for certifying receipt of goods and services, recommending payment, processing claims, paying entitlements, approving loans, approving and selecting the most valuable and cost effective supplier for single service contracts, and/or committing funds in accordance with a budget.  Some latitude to apply guidelines and choose different courses of action within established procedures and practices.
<b>4</b>	Responsible for committing funds or making the final recommendation to commit funds for major expenditures, multi-disciplinary or multi-service contracts, contribution arrangements, or other financial agreements.  Substantial latitude to choose from among a number of options within overall policy direction.





## Element 5: Physical Assets and Products

### Element Description

*Physical Assets and Products* measures direct responsibility for the custody, use, production, maintenance, repair, protection, and disposal of physical assets used, and products created, in doing the work. It also measures responsibility for making arrangements for facilities, equipment, and materials for conferences and events. Both purpose and impact are measured.

### Definitions

**Physical assets** include, but are not limited to:

- plants and animals;
- property and structures owned or managed by the Crown;
- vehicles for land, air, or sea;
- medication, medical supplies and equipment, and hospital equipment;
- clothing and textiles;
- books, periodicals, and archival material;
- tools;
- office supplies, furniture, and equipment;
- food and kitchen equipment;
- computer hardware and software;
- cultures, including fungi, viruses, bacteria, nematodes, and other microbes;
- seized property and evidence; and
- printed cheques.

What are assets  
and products?

**Products** are things produced by natural process or by manufacture. They may be the tangible results of chemical, physical, and biological experimentation or they may be work-related tools, uniforms, equipment, and parts.



Responsibility  
relates to use.

**Purpose** is the primary use made of assets and products. Degree of responsibility is related to the primary purpose of the asset(s) or product(s).

Impact relates to  
replaceability.

**Impact** is the difficulty of replacing assets and products.

## Considerations

The concept of difficulty in replacing assets or products includes the following:

- the fragility or vulnerability of the asset or product,
- the rarity of the asset or product,
- the rapidity with which the asset or product can be replaced or fixed, and
- the financial value of the asset or product only insofar as it affects its replacement.

Replaceability  
is ...





## Notes

1. When evaluating responsibility under the *Responsibility Factor*, evaluate only those characteristics of work over which the individual has direct responsibility or control. Do not consider indirect responsibility or arm's-length influence.
2. Consider the primary reason the work involves responsibility for the assets and products. Do not consider rare, incidental, or peripheral purposes or uses.
3. Where more than one responsibility exists, value the greatest responsibility encountered in the work, excluding rare or chance circumstances. Do not consider the amount of time spent carrying out responsibilities.
4. Even where not specified, greater degrees in the scale may include characteristics found in lesser degrees.
5. Where responsibility is shared, consider each job to have the same degree of responsibility, unless the responsibility of each is specified and different.
6. Consider the form information comes in, not the information content (for example, a book's content is information, but the book itself is a physical asset).
7. Evaluate the responsibility for disposing of and archiving information under this element.
8. Evaluate the responsibility for coding computer programs (computer programming) under this element.
9. Evaluate the production of cheques, except printing, under the *Money* element.
10. Responsibility for ensuring that policies or standards have been met should be considered under the *Ensuring Compliance* element.
11. When assessing responsibility using the two-dimensional scale (or grid), use the vertical dimension first, then, dealing with the same work characteristic, use the horizontal dimension.



## Rating Scale

For  
clarification,  
refer to the  
“Notes” on  
the previous  
page.

DEGREE OF RESPONSIBILITY (Purpose of the Asset or Product)		DEGREE OF IMPACT		
		A	B	C
<b>1</b>	Responsible for physical assets or products used in the performance of one's own work.			
<b>2</b>	Responsible for the upkeep or maintenance of physical assets or products used in the performance of one's own work.			
<b>3</b>	Responsible for physical assets or products used by colleagues in one's own work group to provide internal or external services.			
<b>4</b>	Responsible for physical assets or products used, operated, maintained, or serviced by the department to provide internal or external services.			
<b>5</b>	Responsible for physical assets or products belonging to or destined for external clients or the public.			
<b>6</b>	Responsible for key physical assets used, maintained, controlled, or safeguarded which are vital in emergency or disaster situations, or for natural resources or items of national interest.			

### DEGREE OF IMPACT

- A** Easy to replace.
- B** Difficult to replace.
- C** Irreplaceable.



## Element 6: Ensuring Compliance

### Element Description

*Ensuring Compliance* measures the responsibility in the work for making decisions about compliance with government-accepted standards, guidelines, regulations, and legislation and for taking appropriate action to foster and enforce such compliance.

A range of  
compliance  
activities ...

Ensuring compliance begins after policy or standards are defined. It includes approving client requests or submissions, and conferring on those clients some rights or benefits. Ensuring compliance also focuses on reviewing clients' performance against standards and identifying actions for achieving compliance. It can include sanctions, such as withholding payment, seizing assets, and imposing fines and penalties. Finally, ensuring compliance may include revoking rights, privileges, or liberties where the client has been found not to comply with the standards or regulations.

### Definitions

Who is a client?

**Clients** in this element are those who are subject to compliance and who are the focus of the standards, regulations, or legislation. They may be either inside or outside the Public Service. Clients may be individuals, corporations, other governments, or other organizations; they are not subordinate employees.

Formal and  
informal  
standards

**Standards**, for the purpose of the *Ensuring Compliance* element, are defined as formal, recognized parameters or criteria. They can be protocols, codes, standard operating procedures, terms and conditions of contracts, etc. The key is that the work must require ensuring compliance to a formal or generally accepted standard, code, etc., that has been adopted or created by the Government of Canada or the federal Public Service.

Decisions and  
actions

**Taking action**, for the purpose of *Ensuring Compliance*, refers to making decisions regarding compliance as well as performing the actions that result from the decisions. These may include decisions about (and the actions of) imposing sanctions, withdrawing or withholding licences, issuing warnings, levying fines and penalties, curtailing individual rights or liberties, or seizing assets.





## Notes

1. When evaluating responsibility under the *Responsibility Factor*, evaluate only those characteristics of work over which the individual has direct responsibility or control. Do not consider indirect responsibility or arm's-length influence.
2. Where responsibility for ensuring compliance is shared, consider each job to have the same degree of responsibility, unless the responsibility of each is specified and different.
3. The “Degree of Responsibility” scale has a cumulative progression; therefore, assign the highest degree applicable to the work. Where more than one responsibility for ensuring compliance exists, value the one with the greatest degree of responsibility.
4. Even where not specified, greater degrees in the scale may include characteristics found in lesser degrees.
5. Measure ensuring that one's own work complies with federal Public Service guidelines, standards, or regulations at Degree 1.
6. Responsibility for ensuring that policies or standards have been met should be considered under this element.
7. Responsibility for ensuring the health and safety of subordinate staff is evaluated under the *Leadership of Human Resources* element.
8. Responsibility for monitoring the performance of subordinate staff, or persons on personal or professional services contracts, is evaluated under *Leadership of Human Resources*.
9. The verification that goods and services have been received in accordance with stipulated terms and conditions and that the price is appropriate is evaluated under *Spending Funds* in the *Money* element.
10. The amount of time spent carrying out responsibilities is not a consideration.
11. The examples provided in the “Degree of Responsibility” scale are not exhaustive and do not preclude the evaluation of equivalent responsibilities at the same degree.





## Rating Scale

For clarification,  
refer to the  
“Notes” on the  
previous page.

DEGREE OF RESPONSIBILITY	
<b>1</b>	<p>Responsible for ensuring one's own work complies with Public Service standards, guidelines, or regulations.</p> <p><b>AND/OR</b></p> <p>Responsible for identifying whether information, products, or processes meet requirements when assessed against well-established and specific instructions, procedures, or guidelines.</p> <p>Decisions and actions are prescribed.</p>
<b>2</b>	<p>Responsible for assessing documents, processes, or products, prepared by others, against formal guidelines or standards, to verify and accept them or to identify required corrections and ensure corrections are made.</p> <p>Decisions or actions require some interpretation of the accepted processes or procedures in order to select a course of action from a few defined options.</p>
<b>3</b>	<p>Responsible for monitoring, reporting, and offering analysis or recommendation, or for taking action guided by directives, formal standards, and accepted processes and practices.</p> <p>Decisions require selecting from among a range of precedents to identify the most appropriate action.</p>
<b>4</b>	<p>Responsible for assessing compliance and taking action to achieve compliance. Precedents are generally available but not always applicable.</p> <p>Decisions or actions require substantial interpretation of the regulation, standard, or precedent as well as risk analysis.</p>
<b>5</b>	<p>Responsible for ensuring compliance based on extensive interpretation of regulation or legislation and analysis of the risk to the health, safety, or security of Canadians.</p> <p>Clearly applicable precedent is generally not available. The decision is likely to set precedents for other clients.</p>





## **Factor II: Skill**

This factor measures what employees need to know about, or be able to do, in order to perform the assigned work. It comprises four elements:

- **Job Content Knowledge Application**
- **Contextual Knowledge**
- **Communication**
- **Motor and Sensory Skills**







## Element 7: Job Content Knowledge Application

### Element Description

*Job Content Knowledge Application* measures the **depth** and **breadth** of the knowledge required to perform the work. Knowledge includes concepts, methods, practices, principles, procedures, processes, techniques, and theories. Knowledge can be acquired through training, education, or experience, or it can be the result of a natural ability.

Using knowledge  
to perform the  
work

The UCS recognizes that value lies in applying relevant knowledge to carry out the responsibilities of the work. Skill is needed to apply knowledge when analyzing, caregiving, collaborating, co-ordinating, constructing, consulting, fixing, interpreting, organizing, providing service, researching, synthesizing, and troubleshooting.

### Definitions

How deep does  
the knowledge  
need to be?

**Depth** is the complexity of the knowledge required to perform the work.

**Breadth** is the number of areas of unrelated knowledge required to perform the work.

How many  
subjects need to  
be known?

- Clues to determining whether the performance of the work requires areas of unrelated knowledge can be found in the *Key Activities* and the elements in the *Responsibility Factor* (among others). If the answer to the following questions is yes, the likelihood is that the work requires areas of unrelated knowledge:
  - Is there a need for training or experience in different subject matters (from different career paths or different jobs)?
  - Taking the work as it is described and as it relates to the key activities, can you create two or more separate jobs?



## Notes

1. The elements in the *Skill Factor* measure the skills required to perform the work. That is, the results expected from the work could not be achieved if the worker did not possess the skill to apply the knowledge related to job content in doing the work.
2. Consider all the skill or knowledge the work requires, no matter how it has been acquired.
3. Evaluate only the demands of the work, **not** the attributes or capabilities of the individual(s) doing the work.
4. Consider all the skills or knowledge required to do the work, even if they are used only occasionally. Do not consider frequency.
5. Greater degrees in the scale, even where not specified, may include characteristics found in lesser degrees.
6. Identify the number of areas of unrelated knowledge that the work requires (to a maximum of four) and assess the depth of knowledge required for each of those areas.
7. All work has a requirement for at least one area of knowledge. Some jobs will also have additional, unrelated areas of knowledge. However, do not expect that all work will always have more than one area of knowledge (Column A).
8. Under Column A, the minimum depth is at degree 2.
9. All other areas of unrelated knowledge (that is, B, C, and D) will be at either an equal or a lesser depth than the area of knowledge in Column A. The depth for the knowledge in Columns B, C, or D can be substantially less (that is, two or more degrees less) than the depth at Column A.
10. A combination of apprenticeship, experience, *and* vocational learning can be equivalent to a university degree.



## Rating Scale

For  
clarification,  
refer to the  
“Notes” on  
the  
previous  
page.

DEGREE OF DEPTH		DEGREE OF BREADTH			
		A	B	C	D
1	Non-applicable.				
2	Requires knowledge for straightforward application in the use of standardized work routines or simple equipment and machines; normally (but not exclusively) acquired through a minimum of training or experience.				
3	Requires knowledge to use specialized equipment or complex approaches to work; normally (but not exclusively) acquired through some training or experience.				
4	Requires knowledge to understand how things work, to know which techniques or approaches are appropriate to a situation, and to be able to apply them; normally (but not exclusively) associated with some post-secondary education or with a significant amount of job experience or equivalent.				
5	Requires knowledge that includes the application of a sound understanding of underlying theory and principles; normally (but not exclusively) associated with a university education or with a significant amount of job experience or equivalent.				
6	Requires knowledge that includes the application of a mastery of concepts, techniques, and theories in a specialized area; normally (but not exclusively) associated with a university education or with a significant amount of job experience or equivalent.				
7	Requires knowledge to add to the concepts, techniques, and theories in a specialized area; work requires an employee to be a source of knowledge for others in this area; normally (but not exclusively) associated with a university education and with a significant amount of job experience or equivalent.				
8	Requires extensive knowledge to redefine concepts, techniques, and theories in a specialized area; work requires an employee to be an expert authority for others in this area; normally (but not exclusively) associated with a university education and with a significant amount of job experience or equivalent.				
Total = A + B + C + D					

### DEGREE OF BREADTH

- A** Primary area of knowledge.
- B** Second area of unrelated knowledge, if applicable.
- C** Third area of unrelated knowledge, if applicable.
- D** Fourth area of unrelated knowledge, if applicable.







## Element 8: Contextual Knowledge

### Element Description

*Contextual Knowledge* measures the degree to which the work requires knowledge of people, organizations, external circumstances, and legislation and regulations.

Six areas of  
contextual  
knowledge ...

This element measures six areas of *Contextual Knowledge*. They are knowledge of one's own work unit, one's own department or agency, other federal government departments or agencies, Canadian private sector and other public sectors, international private and public sectors, and legislation and regulations. Each of these areas is measured separately. The element recognizes that a requirement for extensive contextual knowledge in one area does not necessarily imply a requirement for similar depth in another.

### Definitions

**People** refers to clients, colleagues, associates, officials, contractors, and others, both within and outside the federal Public Service.

**Organizations** covers one's own work unit, department, or agency, other federal government departments or agencies, private and public sectors, and international bodies. Knowledge of their structures, policies, programs, activities, roles and responsibilities, and goals is evaluated.

**External circumstances** refers to political, socio-cultural, economic, and historical matters.

**Legislation** consists of acts of Parliament and of provincial legislatures, as well as international treaties, conventions, and agreements.

**Regulations** are legal instruments issued by or under the authority of an act, or of the Governor in Council, the Lieutenant-Governor in Council, federal or provincial ministers, municipalities, or any other regulatory body, Canadian or international, and include collective agreements and health and safety regulations.



## Notes

1. Consider all the contextual knowledge the work requires, no matter how it has been acquired.
2. Consider all the contextual knowledge the work requires, even if it is used only occasionally. Do not consider frequency.
3. Consider only the demands of the work, **not** the attributes or capabilities of the individual(s) doing the work.
4. Assess the greatest degree of knowledge needed for each of the six columns.
5. Greater degrees in the scale, even where not specified, may include characteristics found in lesser degrees.
6. Evaluate knowledge of the legal theories and principles underlying acts and regulations under the *Job Content Knowledge Application* element.



## Rating Scale

For  
clarification,  
refer to the  
“Notes” on  
the previous  
page.

DEGREE OF DEPTH		DEGREE OF BREADTH					
		A	B	C	D	E	F
1	No knowledge required.						
2	Basic: awareness.						
3	Limited: sufficient knowledge to use well-established, clearly defined procedures.						
4	Moderate: knowledge applied to choose best course of action.						
5	Significant: knowledge applied to recommend changes to existing structures, mandates, policies, or legislation.						
Total = A + B + C + D + E + F							

### DEGREE OF BREADTH

- A** Own work unit.
- B** Own department or agency.
- C** Other federal government departments or agencies.
- D** Canadian private sector and other public sectors.
- E** International public and private sectors.
- F** Legislation and regulations.







## Element 9: Communication

### Element Description

**Communication** measures the skills required in the work to convey and receive messages. Both **communication in** (receiving) and **communication out** (conveying) are measured.

### Definitions

**Communication** deals with interaction between people. It is made up of two message components:

1. An explicit component that includes spoken or written words and anything that is used as an alternative, such as pictures, graphical work, photographs, or codes (for example, hand signals, Morse code, semaphore).

Explicit and  
implicit messages

Examples of spoken interaction include conversation, dialogue, and discussion.

Examples of written interaction include letters, memoranda, and electronic mail.

2. An implicit component that includes underlying themes or ideas or non-verbal cues. The implicit (non-verbal) component is how something is said or written as opposed to what is said or written.

Both spoken and written interaction can include an implicit component that needs to be interpreted (for example, tone, choice of words, use of language, body position, eye contact, hand gestures, facial expression).

Receiving  
messages

**Communication in (understanding others)** measures the complexity of skill required to receive, understand, and interpret work-related messages being sent explicitly and implicitly.

Conveying  
messages

**Communication out (making oneself understood)** measures the complexity of speaking and writing skills required to convey work-related messages. Consider the requirement to translate complex ideas into simple terms for lay people or novices and for people of different ages, cultures, language skills, and emotional or physical states.



## Notes

1. Remember that the elements in the *Skill Factor* are intended to measure skills and abilities required from the perspective of the job—those that are essential to the adequate performance of the work. That is, the results expected from the work could not be achieved if the employee in the position did not possess the skills.
2. Evaluate only the demands of the work, **not** the attributes or capabilities of the individual(s) doing the work.
3. Evaluate all the skills the work requires, no matter how they have been acquired.
4. Evaluate all the skills required to do the work, even if they are used only occasionally. Do not consider the frequency with which they are used.
5. Greater degrees in the scale, even where not specified, may include characteristics found in lesser degrees.



## Rating Scale

For  
clarification,  
refer to the  
“Notes” on  
the previous  
page.

<b>A</b> <b>COMMUNICATION IN</b> <b>(Understanding Others)</b>	<b>B</b> <b>COMMUNICATION OUT</b> <b>(Making Oneself Understood)</b>
<b>1</b> Requires skill to understand straightforward, fact-oriented messages. Skill to interpret implicit messages is not essential to the understanding of the message.	<b>1</b> Requires skill to relay straightforward, fact-oriented messages.
<b>2</b> Requires skill to understand and interpret messages that are not always clear and require some interpretation of the implicit component to understand better the meaning of the message.	<b>2</b> Requires skill to adapt style or tone to convey messages.
<b>3</b> Requires skill to understand and interpret messages in which the implicit component is as important to the meaning of the message as the explicit component.	<b>3</b> Requires skill to adapt, describe, explain, or clarify messages by summarizing, synthesizing, or restating them in a different way.
<b>4</b> Requires skill to understand and interpret messages in which the implicit component is the key to understanding the whole message.	<b>4</b> Requires skill to adapt messages significantly so that they are understandable by different audiences, or to present complex, persuasive arguments.
<b>Total = A + B</b>	







## Element 10: Motor and Sensory Skills

### Element Description

*Motor and Sensory Skills* measures the **proficiency** that the work requires in controlling body movements and in using the senses to make distinctions.

### Definitions

**Motor skills** that control body movement include:

Controlling body  
movements ...

- **co-ordination** – the ability to move the legs, arms, or torso in combination to result in skilled action.
- **equilibrium** – the ability to keep one's balance and orientation when in an unstable position or when resisting forces that could cause a loss of stability.
- **dexterity** – the ability to move the fingers and hands skillfully to grasp, place, move, or assemble objects.

**Sensory skills** that make distinctions are:

Discriminating  
with the five  
senses ...

- **hearing** – including the ability to localize sound and discriminate between tones.
- **sight** – including colour discrimination, night vision, peripheral vision, and depth perception.
- **touch** – including heat and cold perception, sensitivity to sharpness, texture, shape, wetness, or friction.
- **smell** – including detection of concentration or strength of odours, discrimination between subtly different types of odours, and odour localization.
- **taste** – including detection of saltiness, acidity, sweetness, temperature, freshness, texture, and other taste characteristics.

The emphasis in all these sensory skills is on the capacity required in some work to make specific discriminations or differentiations using only the senses.

**Proficiency** measures skill in controlling body movements and in using the senses to make distinctions with the appropriate precision and the appropriate timing to achieve the results required by the work.

- **precision** – refers to accuracy or correctness.



- **timing** – refers to the reaction to a signal or stimulus or the performance of movements with the prescribed speed and at the right time.

## Considerations

Degrees of skill in controlling body movements and making sensory distinctions can be interpreted as follows:

- **Basic**

Everyday motor skills, such as the control of gross and/or fine muscles required, for example, to walk, run, sit, lift, carry, or speak.

Everyday sensory skills, such as making the obvious distinctions between what is highlighted and what is not in a document no matter how the highlighting has been done (different colours, textures, fonts, shading).

The work has no particular requirements for precision or timing.

- **Trained**

Control of the movement of parts of the body with moderate precision at appropriate timing, such as the manual dexterity acquired through training and practice in the touch typing method.

Use of the senses to make subtle distinctions with appropriate timing. These distinctions would not be readily apparent to the untrained observer or practitioner, but could be, if pointed out.

These skills are normally acquired through practice.

- **Expert**

A high degree of motor skills with high precision and with appropriate timing.

Use of the senses to make very subtle distinctions with appropriate timing. Such distinctions would not be apparent to the untrained observer or practitioner, and are not likely to become apparent even if pointed out.

These skills are normally acquired and maintained through extensive practice.

What degree of skill does the work require?



## Notes

1. Remember that the elements in the *Skill Factor* are intended to measure skills and abilities required from the perspective of the job—those that are essential to the adequate performance of the work. That is, the results expected from the work could not be achieved if the employee in the position did not possess the skills.
2. Evaluate only the demands of the work, **not** the attributes or capabilities of the individual(s) doing the work.
3. Evaluate all the skills required by the work, no matter how they have been acquired.
4. Evaluate all the skills required to do the work, even if they are used only occasionally. Do not consider the frequency with which they are used.
5. Greater degrees in the scale, even where not specified, may include characteristics found in lesser degrees.



## Rating Scale

For clarification,  
refer to the  
“Notes” on the  
previous page.

DEGREE OF PROFICIENCY	
<b>1</b>	Basic: everyday motor skills and everyday sensory skills.
<b>2</b>	Trained motor skills with basic sensory skills. <b>OR</b> Trained sensory skills with basic motor skills.
<b>3</b>	Trained motor skills and trained sensory skills.
<b>4</b>	Expert motor skills with basic or trained sensory skills. <b>OR</b> Expert sensory skills with basic or trained motor skills.
<b>5</b>	Expert motor skills and expert sensory skills.





## **Factor III: Effort**

This factor measures the mental and physical exertion required by the work. It comprises four elements:

- **Intellectual Effort**
- **Sustained Attention**
- **Psychological/Emotional Effort**
- **Physical Effort**





## Element 11: Intellectual Effort

### Element Description

*Intellectual Effort* measures the mental exertion associated with solving the problems encountered in the work. Both **intensity of effort** and **constraints on resolving problems** are measured.

### Definitions

How difficult are  
the problems?

**Intensity of effort** is the amount of mental exertion the work requires. The more difficult the problem, the greater the intensity of effort.

Having to maintain thinking effort over a long period of time may also increase intellectual effort.

Intellectual effort may be increased not only by the difficulty but also by the uniqueness of problems, including the diversity of options to resolve them, the need to integrate material or to analyze it, and the need to use creativity to generate ideas.

How many  
obstacles must be  
overcome?

**Constraints on resolving problems** include all conditions external to the problem itself that increase the mental effort required to solve it. These constraints might be interruptions, distractions, client pressures, time pressures, concurrent demands, the need to balance several intellectual tasks at once, the availability of resources or staff, or the number of team members or other interested parties whose views must be considered.



## Notes

1. Consider only the demands of the work, **not** the attributes or capabilities of the individual(s) doing the work.
2. Assign the greatest value to the intellectual efforts the work normally requires, excluding rare or uncommon instances. Occasional requirements for greater degrees of effort that total less than five per cent of the time do not affect the degree selected.
3. Do not consider the outcome of intellectual effort. Responsibility for results is measured under the *Responsibility Factor*.
4. Do not consider the skills, knowledge, or abilities needed to perform the work. They are evaluated under the *Skill Factor*.





## Rating Scale

For  
clarification,  
refer to the  
“Notes” on  
the previous  
page.

DEGREE OF INTENSITY (Difficulty of Problems)		CONSTRAINTS		
		A	B	C
1	Problems are straightforward. Solutions are self-evident.			
2	Select from among well-defined options. Apply existing knowledge, guidelines, and established procedures. Apply precedents that are most applicable.			
3	Manipulate existing knowledge. Apply standard, accepted theory; may require a choice of approach. Analyze options to improve precision of application.			
4	Treat the components of a problem abstractly or conceptually. Interpret or adapt accepted theoretical/model frameworks or practices. Analyze problem and possible solutions to develop options.			
5	Problem cannot be resolved in the context of existing theories or approaches. Create/develop original theories, practices, approaches, or conceptual frameworks.			
6	Discovery.			

### CONSTRAINTS

- A** Low: minimal constraints on resolving problems.
- B** Medium: some constraints on resolving problems.
- C** High: significant constraints on resolving problems.





## Element 12: Sustained Attention

### Element Description

*Sustained Attention* measures the effort required by the work to focus one or more of the senses. It also measures the sensory effort to remain attentive, sometimes to things that do not appear to be changing. Both **intensity of effort** and **degree of distraction** are measured.

### Definitions

The dimensions  
of sensory  
effort ...

**Intensity of effort** is the amount of sustained sensory attention the work requires. It measures how important it is to the performance of the work to remain focused. The less tolerance there is for lapse in attention, the greater the intensity of effort.

**Degree of distraction** measures whether or not the work that requires sensory effort is subject to unavoidable distractions.

### Considerations

Examples of work that requires effort to focus the senses include:

- discriminating among sounds
- proof-reading, visually comparing old and new versions
- watching the road while driving
- watching security monitors.

When are the  
senses focused?



## Notes

1. Consider only the demands of the work, **not** the attributes or capabilities of the individual(s) doing the work.
2. Consider the approximate total work time spent on activities requiring sustained attention.
3. Assign the greatest value to the efforts the work normally requires, excluding rare or uncommon instances. Occasional requirements for greater degrees of effort that total less than five per cent of the time do not affect the degree selected.
4. Do not consider the mental manipulation of problem solving. This effort is measured under the *Intellectual Effort* element.
5. Do not consider the outcome of the effort to sustain attention. Responsibility for results is measured under the *Responsibility Factor*.
6. Do not consider the skills, knowledge, or abilities needed to perform the work. They are evaluated under the *Skill Factor*.





## Rating Scale

For clarification, refer to the “Notes” on the previous page.

DEGREE OF INTENSITY (Tolerance for Lapse in Attention)		DEGREE OF DISTRACTION	
		A	B
<b>1</b>	The employee normally controls when and how long to focus the senses. Occasional duties may have less tolerance for a lapse in attention.		
<b>2</b>	Work with little or no tolerance for a lapse in attention occupies up to one third (1/3) of the time.		
<b>3</b>	Work with little or no tolerance for a lapse in attention occupies more than one third (1/3) and up to two thirds (2/3) of the time.		
<b>4</b>	Work with little tolerance for a lapse in attention occupies more than two thirds (2/3) of the time.		
<b>5</b>	Work with no tolerance for a lapse in attention occupies more than two thirds (2/3) of the time.		

### DEGREE OF DISTRACTION

- A** It is normally possible to focus attention on one thing at a time.
- B** It is necessary to sustain attention in spite of significant distractions.





## Element 13: Psychological/Emotional Effort

### Element Description

*Psychological/Emotional Effort* measures the mental exertion required to cope with psychologically demanding work.

This element measures the mental exertion required to manage one's own emotional reactions such as frustration, fear, anger, disgust, anxiety, irritability, contempt, loneliness, sorrow, pity, despair, sympathy, guilt, hostility, intolerance, aggravation, and defensiveness.

Both **intensity of effort** and **degree of control** are measured.

### Definitions

The dimensions  
of psychological  
and emotional  
effort ...

**Intensity of effort** measures the exertion required to cope with psychologically demanding work. Coping is dealing successfully with a person, task, or situation.

**Control** measures the degree of influence the employee has over the timing, frequency, and duration of work activities that require psychological or emotional effort.

### Considerations

Work requirements to consider include, but are not limited to, the following:

- keeping composure under trying circumstances
- dealing factually with issues of life, death, extinction of species, etc.
- representing views that may be contentious or highly charged
- expending emotional energy while caring for people (clients) and living things
- keeping professional distance
- being empathetic, comforting, and congenial in the face of misfortune or illness.

Psychologically  
demanding work  
is ...



## Notes

1. Consider only the demands of the work, **not** the attributes or capabilities of the individual(s) doing the work.
2. Assign the greatest value to the psychological or emotional efforts the work normally requires, excluding rare or uncommon instances. Occasional requirements for greater degrees of effort that total less than five per cent of the time do not affect the degree selected.
3. Do not consider the outcome of psychological or emotional effort. Responsibility for results is measured under the *Responsibility Factor*.
4. Do not consider the skills, knowledge, or abilities needed to perform the work. They are evaluated under the *Skill Factor*.
5. Distinguish the facts about the **conditions** under which the work is performed from the psychological or emotional **effort** required to deal with the conditions and with the work itself. The factual conditions are measured under the *Working Conditions* element. The requirement to cope with conditions is rated here.
6. Distinguish between managing one's own emotional reactions and helping others to manage theirs. Managing one's own emotional reactions is measured here. Helping others manage their emotional reactions may be measured under the *Well-being of Individuals* element, the *Intellectual Effort* element, the *Information for the Use of Others* element, or the *Communication* element.





## Rating Scale

For  
clarification,  
refer to the  
“Notes” on  
the previous  
page.

DEGREE OF INTENSITY		DEGREE OF CONTROL		
		A	B	C
1	Minimal intensity: circumstances, people, or conditions could cause minor psychological or emotional reactions.			
2	Moderate intensity: circumstances, people, or conditions could cause moderate psychological or emotional reactions.			
3	Substantial intensity: circumstances, people, or conditions could cause strong psychological or emotional reactions.			

### DEGREE OF CONTROL

- A** **Control** over the timing, frequency, and/or duration of the psychological or emotional effort needed to meet **most** work demands.
- B** **Control** over the timing, frequency, and/or duration of the psychological or emotional effort needed to meet **some but not all** work demands.
- C** Minimal or **no control** over timing, frequency, and/or duration of the psychological or emotional effort needed to meet **most** work demands.





## Element 14: Physical Effort

### Element Description

*Physical Effort* measures the amount of physical exertion required by the work. It recognizes the effort involved in both movement and stillness.

Both the **intensity of effort** and **duration (amount of time)** are measured.

### Definitions

**Intensity of effort** is the amount of physical exertion the work requires.

**Time** refers to the frequency and the **duration** of the effort.

### Considerations

Aspects to consider include the following:

- How much exertion arises from repeating the same movement?
- How much flexibility or choice of movement does the job allow? How much exertion is required to work in a sedentary position for any length of time?
- How does the exertion differ when the work involves combinations of physical demands? How many differing efforts does the work require?
- How is the exertion affected by the weight, size, shape, motion, or inertia of the persons, animals, or objects being moved or transported? To what extent are mechanical or other aids available to assist in the work?
- Is the effort exerted while working in an uncomfortable position, and if so, how does that increase the physical effort?
- Does any other circumstance or condition in the work affect the amount of exertion required?
- How often is the effort exerted? For how long at a time?

Ask yourself ...



## Notes

1. Consider only the demands of the work, **not** the attributes or capabilities of the individual(s) doing the work.
2. Assign the greatest value to the physical efforts the work normally requires, excluding rare or uncommon instances. Occasional requirements for greater degrees of effort that total less than five per cent of the time do not affect the degree selected.
3. Do not consider the outcome of physical effort. Responsibility for results is measured under the *Responsibility Factor*.
4. Do not consider the skills, knowledge, or abilities needed to perform the work. They are evaluated under the *Skill Factor*.





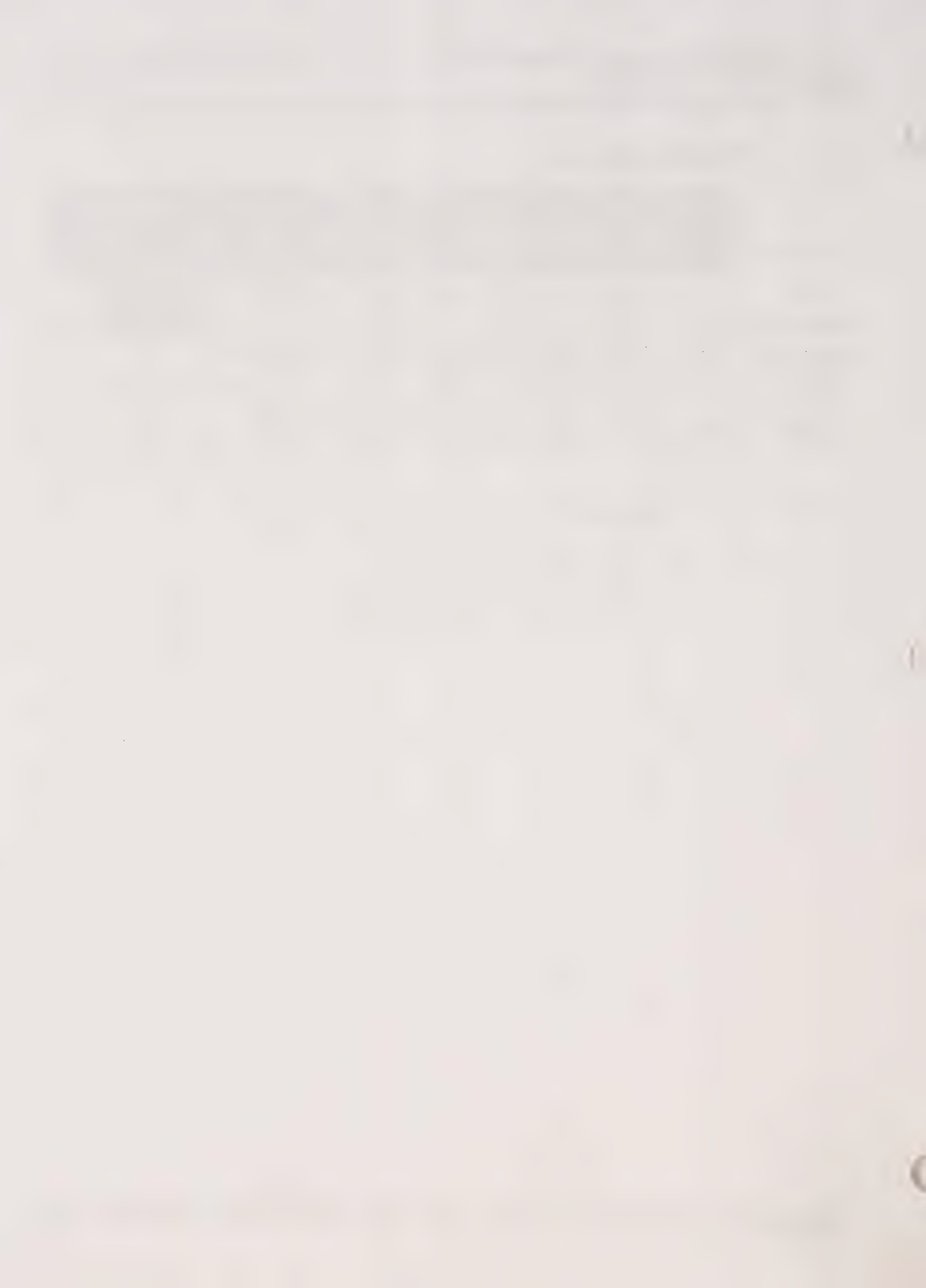
## Rating Scale

For  
clarification,  
refer to the  
“Notes” on  
the previous  
page.

DEGREE OF INTENSITY		DURATION		
		A	B	C
1	Activities require little physical exertion and/or allow flexibility for stillness.			
2	Activities require substantial physical exertion and/or demand substantial stillness.			
3	Activities require highly intensive physical exertion and/or demand total stillness.			

### DURATION

- A** Occasional and/or of short duration.
- B** Frequent and/or for longer periods of time.
- C** Most of the time or for prolonged periods.





## **Factor IV: Working Conditions**

This factor measures the physical and psychological conditions under which the work is performed, and their potential effects on the health of employees. It comprises two elements:

- **Work Environment**
- **Risk to Health**







## Element 15: Work Environment

### Element Description

*Work Environment* measures the exposure to disagreeable psychological and physical work environments. Both the psychological environment and the physical environment of the work are evaluated.

### Definitions

**Psychological environment** measures exposure to aspects of work that result in psychological discomfort.

**Physical environment** measures exposure to aspects of work that result in physical discomfort.

### Considerations

The following examples of disagreeable psychological and physical work environments are illustrative only.

#### Psychological Environment

The work requires that the employee be exposed to:

- accident victims, emergency cases, or the terminally ill
- complaints or public criticism
- conflicting work priorities
- deadlines or time pressures
- distressed, angry, or confrontational people
- interruptions
- lack of control over the pace of work
- lack of privacy or excessive isolation
- monotony or repetition
- multiple demands
- strained relationships
- unpleasant sights or tastes.

What makes a work environment psychologically unpleasant?



## Physical Environment

The work requires that the employee be exposed to:

- confined spaces
- crowded working conditions
- dusty or dirty conditions
- extremes of heat or cold
- fumes or noxious odours
- glare from computers
- motion or physical instability
- noise or vibration
- poor weather or other disagreeable outdoor conditions
- wetness, humidity, dampness, or drafts
- cumbersome or protective clothing.

What makes a  
work environment  
physically  
unpleasant?

### Note

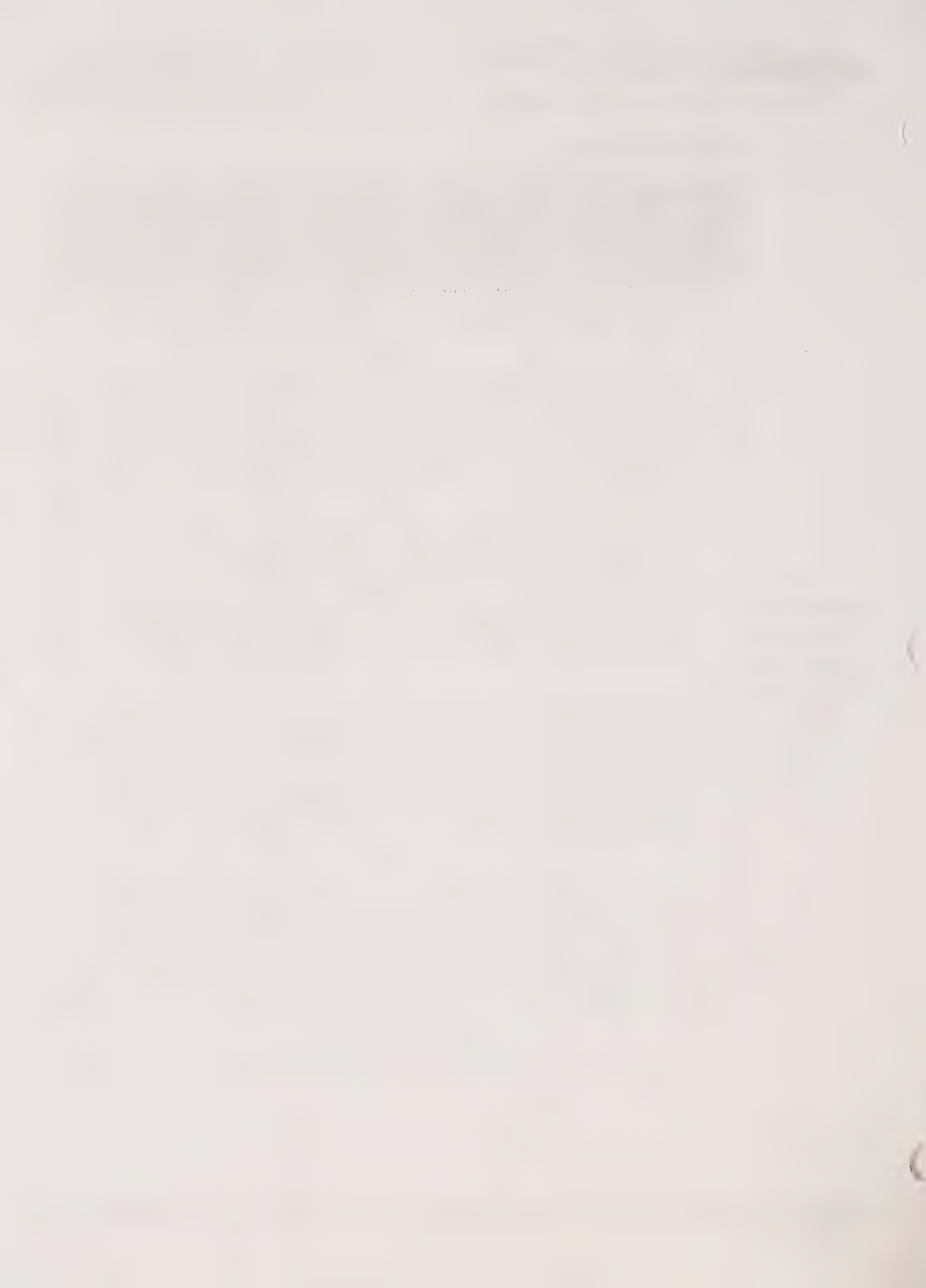
1. Distinguish the facts about the **conditions** under which the work is performed from the **effort** required to deal with the conditions and with the work itself. The requirement to cope with conditions is rated under the *Psychological/ Emotional Effort* element. The factual conditions are measured here.



## Rating Scale

For  
clarification,  
refer to the  
“Note” on  
the previous  
page.

<b>A</b> <b>PSYCHOLOGICAL</b> <b>ENVIRONMENT</b>		<b>B</b> <b>PHYSICAL</b> <b>ENVIRONMENT</b>	
<b>1</b>	Psychological conditions in the work are good most of the time. <b>OR</b> On occasion, conditions cause minor psychological discomfort.	<b>1</b>	Physical conditions in the work are good most of the time. <b>OR</b> On occasion, conditions cause minor physical discomfort.
<b>2</b>	Conditions in the work cause minor psychological discomfort most of the time. <b>OR</b> On occasion, conditions cause a moderate degree of psychological discomfort.	<b>2</b>	Conditions in the work cause minor physical discomfort most of the time. <b>OR</b> On occasion, conditions cause a moderate degree of physical discomfort.
<b>3</b>	Conditions in the work cause a moderate degree of psychological discomfort most of the time. <b>OR</b> On occasion, conditions cause a high degree of psychological discomfort.	<b>3</b>	Conditions in the work cause a moderate degree of physical discomfort most of the time. <b>OR</b> On occasion, conditions cause a high degree of physical discomfort.
<b>4</b>	Conditions in the work cause a high degree of psychological discomfort most of the time. <b>OR</b> On occasion, conditions cause extreme psychological discomfort.	<b>4</b>	Conditions in the work cause a high degree of physical discomfort most of the time. <b>OR</b> On occasion, conditions cause extreme physical discomfort.
<b>5</b>	Conditions in the work cause extreme psychological discomfort most of the time.	<b>5</b>	Conditions in the work cause extreme physical discomfort most of the time.
<b>Total = A + B</b>			







## Element 16: Risk to Health

### Element Description

***Risk to Health*** measures the exposure to unavoidable mental and/or physical risks or hazards to health resulting directly from the performance of work. This element captures only those risks remaining after the application of normal safety precautions.

Exposure to risk  
despite  
precautions

Normal safety precautions are those in place to eliminate or control exposure to risks to health. They can include, but are not limited to, ergonomic furniture, mandated breaks, work standards or protocols, and protective clothing or equipment.

Work performed in the Public Service of Canada is subject to legislated and procedural health and safety precautions required by the relevant federal legislation on health and safety in the workplace. Working tools and locations are designed to meet or exceed accepted tolerances for occupational health and safety and to eliminate or reduce exposure to risks to health. This element measures the inherent risk remaining in the work assuming all such measures are in place and all appropriate practices are followed.

### Definition

What is a risk to  
health?

**Risk**, in the context of this element, refers to the effects on mental and/or physical health. These include the following: injury; short or long-term illness (including stress-related illness); and permanent health effects.



## Notes

1. Consider only those risks to health that are inherent in the work. Do not consider those that are remotely possible.
2. Consider only the inherent risk remaining in the work after all applicable safety precautions have been set in place.
3. Do not consider risks or exposure resulting from deviation from acceptable practices, including failure to take appropriate precautions, or risks assumed by individuals who have no obligation to do so.
4. When more than one risk to health exists in the work, value the greatest degree of risk.
5. Examples provided in the “Degree of Risk” scale are not exhaustive and do not preclude the evaluation of equivalent risks at the same degree.
6. This element deals directly with risk to the individual in the performance of the work, not with unpleasant working conditions. Unpleasant working conditions are captured under the *Work Environment* element.



## Rating Scale

DEGREE OF RISK	
<b>1</b>	<p>Risks in the work are managed. The work is not imminently dangerous.</p> <p>There is exposure to risks such as injury or illness resulting from fatigue, repetitive effort, travel, exposure to video display terminals, multiple demands, and tight timeframes.</p> <p>Normal precautions and on-site breaks from the work can mitigate exposure to risk.</p>
<b>2</b>	<p>Risks in the work are managed. The work is not imminently dangerous.</p> <p>In spite of all safety precautions taken, there is exposure to greater risk to health such as accident, illness, injury, or disability as a result of:</p> <ul style="list-style-type: none"><li>• using dangerous equipment (machines, vehicles, sharp instruments);</li><li>• unavoidable involvement in highly charged, contentious, or sensitive issues;</li><li>• travel by small craft to remote locations;</li><li>• unavoidable exposure to communicable disease resulting from dealing with the public or from foreign travel.</li></ul>
<b>3</b>	<p>Risks in the work cannot be entirely managed.</p> <p>In spite of all safety precautions taken, there is exposure to greater risk to health such as accident, illness, injury, or disability as a result of:</p> <ul style="list-style-type: none"><li>• unavoidable exposure to dangerous working conditions, including working directly with groups of people who are considered to be violent;</li><li>• working with contaminants, poisons, explosives, or other hazardous substances which are contained.</li></ul>
<b>4</b>	<p>Risks in the work cannot be entirely managed. The work is imminently dangerous or perilous.</p> <p>In spite of all safety precautions taken, the nature of the work involves unavoidable exposure to life-threatening illness or injury as a result of:</p> <ul style="list-style-type: none"><li>• using dangerous equipment under circumstances where normal safety precautions are not practicable;</li><li>• unavoidable exposure to dangerous working conditions where the precise risks cannot be entirely known or planned for in advance;</li><li>• unavoidable exposure to life-threatening, communicable diseases;</li><li>• working directly with or manipulating contaminants, poisons, explosives, or other hazardous substances which are not contained.</li></ul>

For clarification,  
refer to the  
“Notes” on the  
previous page.











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## UNIVERSAL CLASSIFICATION STANDARD

TM



NORME  
GÉNÉRALE DE  
CLASSIFICATION



# UCS **2.0** Weights and Levels

January 2000

Canada





The Weights and Levels for the  
Universal Classification Standard (UCS)  
will be released in January 2000, following the completion of  
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# UNIVERSAL CLASSIFICATION STANDARD

TM



# NORME GÉNÉRALE DE CLASSIFICATION



# UCS **2.0** Supplementary Application Guidelines


October 1999

Canada

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## **Factor I: Responsibility**

This factor measures responsibility in the work for people, ideas, and things. It comprises six elements:

- **Information for the Use of Others**
- **Well-being of Individuals**
- **Leadership of Human Resources**
- **Money**
- **Physical Assets and Products**
- **Ensuring Compliance**





## **Factor II: Skill**

This factor measures what employees need to know about, or be able to do, in order to perform the assigned work. It comprises four elements:

- **Job Content Knowledge Application**
- **Contextual Knowledge**
- **Communication**
- **Motor and Sensory Skills**







## **Factor III: Effort**

This factor measures the mental and physical exertion required by the work. It comprises four elements:

- **Intellectual Effort**
- **Sustained Attention**
- **Psychological/Emotional Effort**
- **Physical Effort**





## **Factor IV: Working Conditions**

This factor measures the physical and psychological conditions under which the work is performed, and their potential effects on the health of employees. It comprises two elements:

- **Work Environment**
- **Risk to Health**







# Universal Classification Standard (UCS) 2.0<sup>©</sup>

## Supplementary Application Guidelines

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# Introduction to the Supplementary Application Guidelines

## Purpose

The *Universal Classification Standard (UCS) 2.0<sup>®</sup>: Supplementary Application Guidelines* is designed to help evaluators and work description writers interpret and apply the UCS. Our overall aim is to ensure that work is evaluated reliably and consistently across the various organizations that make up the Public Service of Canada.

## Who Should Use These Guidelines?

This guide has been written primarily for, and is addressed to, those who use the UCS to **evaluate** work descriptions. However, it will be of interest to anyone seeking a better understanding of the UCS, particularly those who are writing work descriptions for themselves or others.

## Becoming Familiar with the Standard

Before you begin evaluating work descriptions, spend some time learning about the standard. The more familiar you are with it, the more comfortable you will be with the decisions you make. In familiarizing yourself with the *Universal Classification Standard (UCS) 2.0: Factors and Elements*:

- Make sure you have read and understood each “Element Description.”
- Read the “Definitions” to get a firm grasp of the concepts at play in each element.
- Read the “Notes” about each element for further clarification.
- Study the “Rating Scale” and degree descriptions of each element.

Understanding the focus of the element, the variables, and the rating scale or grid is critical.



## Getting Ready to Evaluate

Once you are familiar with the UCS, take a look at the work description you will be evaluating. Start by framing an overall picture of the work in your mind:

### 1. Make sure you understand the work fully.

Before you start evaluating, you need to understand the work in its entirety. Review the whole work description, beginning with the Key Activities. Then look at all 16 elements from a global perspective before you start evaluating them. That is, learn to appreciate the forest before you analyze the trees.

### 2. Use the Key Activities as a clue to the most important elements.

A UCS work description contains an astonishing amount of information about the work of Public Service employee(s), but the information related to each element is not all in the same place. You may find clues to various elements where you least expect them. For this reason, evaluating a work description may require some detective work. Your best lead to the most important elements is in the Key Activities: think about the work and ask yourself how the work characteristics link to the Key Activities.

### 3. Think about linkages between the elements.

When you begin your element-by-element evaluation, keep in mind that elements do not exist in isolation—they operate in conjunction with other elements. For example, in order to carry out a *responsibility*, some degree of *skill* and *effort* is required, and the responsibility will be carried out under some kind of *working conditions*. You will find elements under these other factors that are associated with the element you are evaluating. (The rating you assign to these associated elements will depend on the relative importance of each to the work.)





## Using the Supplementary Application Guidelines

As you begin evaluating element by element, the *Supplementary Application Guidelines* will be an invaluable support, answering many difficult questions and offering you further advice on subtle points. Each guideline consists of the following sections:

- **Design Intent** – This section explains what each element was designed to measure. Use it to help you identify the key information in the work description. Work description writers may also find it helps them decide where to focus their efforts and how best to describe the work.
- **Coverage** – This section helps you to place the work in a Public Service-wide context. It tells you whether the work measured in the element is broadly or narrowly represented in the federal Public Service. This section reinforces the idea that not all elements necessarily apply to the same degree to all work.
- **Do's and Don'ts** – As its title suggests, this section provides basic instructions to help correct misconceptions and common rating errors in the use of the standard. It guides evaluators to what to look for and provides tips about how to evaluate it once you have found it.
- **Anchoring the Element** – This section links back to Design Intent. It contains examples of work that can be expected to appear at various degrees of the rating scale of a particular element. These "anchors" are not intended to be prescriptive. Some aspects of the work you are evaluating may be similar to the examples, but may fit better at other ratings than the anchor suggests. By providing these examples, however, we hope to help you better understand what was in the minds of designers when the UCS was developed. Please note that these are only examples. They are not intended to serve as degree illustrators or benchmarks for evaluation purposes.

Work description writers should be aware that the style used to write these anchors is not the proper style for writing work descriptions. Follow the guidelines in the *Work Description Writing Guide 2.0* for writing work descriptions.



## Additional Tips for Evaluators

As you are evaluating the work description, these additional tips, which apply to all elements, will be helpful.

- Where conflicting information in a work description leads an evaluation committee to be unsure about rating at a greater or lesser degree, assign the greater option until you have obtained written clarification. Make notes on the clarification you are seeking and the conditions under which you would retain the greater rating so that your committee does not have to rethink its reasoning.
- Where an element description solidly meets the definition for a particular degree, assign that degree. Never “save” a degree even if you think other stronger jobs may exist within the Public Service. In other words, do not hesitate to assign the greatest degree(s) if the work description has the information to support it. Always rate what is there.
- Always write and report ratings in alpha-numeric sequence, that is with the capital letter first, followed by the number (for example, A3). Never put a space or a hyphen between the characters.
- Do not rate in the shaded areas of the rating scales for the elements *Information for the Use of Others*, *Job Content Knowledge Application*, or *Physical Effort*. Facilitators should verify that the shaded areas are visible in the photocopies committee members or training participants are to use.
- Rate according to the design of the standard, even if you do not agree. The Treasury Board Secretariat, Universal Classification Standard Division, is the sole authoritative source for changes to the standard.

## For More Information

More information about the UCS is available from the Treasury Board Secretariat UCS Division Intranet site at <http://publiservice.tbs-sct.gc.ca/ucs-ngc> or from our Internet site at <http://www.tbs-sct.gc.ca/ucs-ngc>.



## **Legal Application of UCS 2.0: Supplementary Application Guidelines**

*The Universal Classification Standard (UCS) 2.0: Factors and Elements* constitutes the official standard for making classification decisions when implementing the Universal Classification Standard.

*The Universal Classification Standard 2.0: Supplementary Application Guidelines* provides information to facilitate understanding and application of the standard. In the case of a discrepancy between the *Standard* and the *Guidelines*, the *Standard* will prevail.







## **Factor I: Responsibility**

This factor measures responsibility in the work for people, ideas, and things. It comprises six elements:

- **Information for the Use of Others**
- **Well-being of Individuals**
- **Leadership of Human Resources**
- **Money**
- **Physical Assets and Products**
- **Ensuring Compliance**





## Element 1: Information for the Use of Others

### Design Intent

The *Information for the Use of Others* element evaluates responsibility for information used by other people. The users of the information may be inside or outside the Public Service. The element takes as a given the accuracy, reliability, validity, credibility, timeliness, and relevance of the information, that is, it takes for granted that the responsibility is carried out correctly.

On one dimension of the rating scale, the element values the degree or extent of responsibility for creating, adapting, compiling, shaping, changing, or disseminating the content of information that others will use. It also considers the latitude for making decisions about the information content.

On the other dimension of the rating scale, this element values the impact of information in terms of its purpose, regardless of the levels of hierarchical approval it must go through. It is the **intended use** that is the focus of the “Degree of Impact” scale. Degrees A, B, C, and D on the scale relate to the different uses others make of the information. (The *Standard* explains how recipients of information use it.) The key word in Degree A describing how others might use it is “maintain,” the key word in B is “improve,” the key word in C is “access,” and the key word in D is “exploit,” that is, “make productive use of.”

While the *Information for the Use of Others* element measures responsibility for the content of information for others’ use, it does not measure the handling or safeguarding of the physical medium of the information (for example, the book, brochure, cassette, diskette, or paper where the content is located).

### Coverage

The responsibility for information for the use of others applies to virtually all work in the federal Public Service. The creation and dissemination of information supports and facilitates many aspects of Public Service work, from policy development to service delivery. In some cases, information is the primary product of a departmental program.



## Do's and Don'ts

1. Do remember that this element is a measurement of *Responsibility*. Other elements measure *Skill*, *Effort*, and *Conditions of Work*.
2. Do keep in mind that although users of the information might include ministers and many others who make decisions based on the information they receive, nevertheless it is the choices made in disseminating, processing, developing, or creating information for the use of others that determine the extent of responsibility measured here.
3. Do apply the “Degree of Responsibility (Extent)” scale as follows:
  - **Degree 1:** “No responsibility” means the work has no requirement to provide information for the use of others.
  - **Degree 2:** Look for activities where the work includes responsibility for making appropriate choices in selecting and applying specific procedures while processing or distributing information for the use of others.
  - **Degree 3:** Look for activities where the work includes responsibility for adapting procedures or making recommendations about restating information, combining information from many sources, or adapting information to suit the needs of the audience.
  - **Degree 4:** Look for activities where the work includes responsibility for making recommendations about taking existing information and developing something novel from it, like policies, strategies, or concepts.
  - **Degree 5:** Look for activities where the work includes responsibility for making decisions about developing new information, where precedents are not applicable or where no resolution of an issue is currently available.
4. Do note that the “Degree of Responsibility” dimension applies to what the worker is responsible for doing with the information, whereas the “Degree of Impact” dimension pertains to what others might do with it.
5. Do not treat the “Degree of Impact” scale as a list of audiences. The impact scale is progressive, each application of the information having potentially greater impact on the user than the last.





6. Do assume that **Degrees C and D** on the “Degree of Impact” scale could also apply within the Public Service. For example, Degree C might apply to work with a requirement to disseminate information to users accessing or benefiting from a service or program delivered inside the Public Service. Degree D applies where productive use is made of information and where the impact of its application is very broad.
7. Do remember that the responsibility for policy development may include developing standards, processes, practices, etc. for ensuring compliance. This responsibility is evaluated under *Information for the Use of Others*, not under the *Ensuring Compliance* element.
8. Do evaluate the requirement to give information or recommendations on financial or budgetary issues under *Information for the Use of Others*. Different aspects of this work requirement may be evaluated under the *Money* element as well: the responsibilities may be measured under either or both elements.
9. Do evaluate the requirement to type and transmit journal vouchers, requisitions for supplies, or work orders under *Information for the Use of Others*, not under the *Money* element.
10. Do evaluate the requirement to write computer application design specifications or conduct systems analyses under *Information for the Use of Others*.
11. Do watch out for work characteristics associated with functional training and supervision: they may be measured under the *Information for the Use of Others* element or the *Leadership of Human Resources* element depending on the situation. Where the work involves responsibility for providing technical expertise so that, for example, another can define and carry out a process or procedure or develop a policy, it is measured under *Information for the Use of Others*. Where responsibility for individual or team performance exists, it is measured under *Leadership of Human Resources*. Note that some work can have responsibility for both.



12. Do be prepared to make fine distinctions around occupational safety and health. It is appropriate to evaluate the responsibility for developing or disseminating safety-related **information**, such as providing weather forecasts or drug information to external clients, under *Information for the Use of Others*. It is also appropriate to evaluate the responsibility for **information** on health and safety for an organization under *Information for the Use of Others*, but consider other aspects of these work characteristics under the *Physical Assets and Products* and *Ensuring Compliance* elements. Again, it is appropriate to evaluate the responsibilities for **providing information** that has an impact on health or safety under *Information for the Use of Others*, but it would be inappropriate under the *Well-being of Individuals* element. Nor would it be appropriate to use the *Information for the Use of Others* element where a **leadership** role exists: rate responsibility for occupational safety and health in the workplace for subordinates and others under the *Leadership of Human Resources* element.
13. Do evaluate the responsibility for opening, sorting, and distributing mail at **Degree 2** only if the work requires reading the mail, determining who should handle it, *and* directing it to the applicable worker.
14. Do evaluate under the *Physical Assets and Products* element if the work includes responsibility for mail handling or delivery only (with absolutely no opportunity to shape or modify the information).

## Anchoring the Element

Below, you will find several examples of work that may be considered typical of a particular rating under this element. They are intended to help you “anchor” each rating in your mind and better understand the design intent of the *Information for the Use of Others* element.

The following is an example of work at **Degree A2**:

A2

- The work requires searching protected microfilm, microfiche, and other records to identify relevant information and transmitting pertinent originals or duplicates of records for analysts to use when responding to requests from other departments or from members of the public. The work requires compiling accurate figures to update the team leader and assist in managing workload and corporate reporting.
-



The following are examples of work at **Degree D5**:

**D5**

- The work requires designing and conducting original research. It includes developing new sources of data, developing sophisticated measurement techniques and applying them to the data, building sophisticated models, and testing policy alternatives with such models. The responsibility is to set the analytical foundations and make sound recommendations upon which senior officials and the minister make policy decisions. Credible peer-reviewed analytical and working papers are released to the public to inform other researchers and to support an on-going policy debate or decision.

**D5**

- The work involves responsibility for analyzing original qualitative and quantitative chemical, biochemical, and computer modelling data, synthesizing and integrating results with biological, ecological, and physical environmental data (for example, temperature, ocean currents, atmospheric transport). The aim is to generate new information and to be able to provide reliable advice for use nationally and internationally. The work requires writing credible scientific articles for publication in international peer-reviewed journals, conference proceedings, or government reports. It also requires organizing original scientific information and giving presentations at international scientific conferences and at other venues including universities and government institutions.

**D5**

...

- The work involves responsibility for conducting in-depth research studies to create new information and knowledge, monitoring the socio-economic environment in Canada and abroad, identifying emerging issues, problems, challenges, and information gaps, and reviewing current information for use by senior executives, policy and program officers, and officials of the economic development community. Information is used by parties inside and outside the department to establish policies and programs, amend existing or develop new legislation and regulations, and render decisions having an impact on economic development in Canada.

The work also requires designing, planning, and implementing research techniques and methodologies to support the analysis of economic data. Economic models and scenarios are developed, assessed, and reported on to senior management with recommendations and options for policy and program developments that will meet the current needs of the sector.





**D5**  
cont'd

Research papers must be produced for publication or dissemination within the economic development community. Information contained in research papers is used by colleagues and associates in other federal departments, other levels of government, research institutions, and industry sectors to complement their own research studies, fulfil knowledge gaps, and keep current on federal government developments.

Economic research expertise (for example, study design and objectives, selection of methodologies, identification of data sources) is provided to project team members to guide and lead research projects.

-----



## Element 2: Well-being of Individuals

### Design Intent

The *Well-being of Individuals* element is designed to capture direct responsibilities and obligations toward individuals in situations where their well-being and best interests are paramount. The concept of well-being of individuals includes the client's health, social, or economic well-being. Such responsibilities are common in work that has traditionally been performed by women, such as in the caring occupations, as well as in work that has more commonly been done by men.

The intent of this element, therefore, is to highlight the responsibility of the work that offers individual care or services directly to a person who expects the federal Public Service to provide these services.

### Coverage

A relatively small but significant part of Public Service work has direct responsibility for the well-being of individuals. This work provides, for example, physical and psychological healthcare and physical safety and rescue services, and contributes to the clients' income security and social welfare. This work is always performed within the framework of an individual relationship, making it possible to take into consideration the person's particular circumstances.

### Do's and Don'ts

1. Do remember that this element is a measurement of *Responsibility*. Other elements measure *Skill*, *Effort*, and *Working Conditions*.
2. Do consider only what the work requires, not what the employee does above and beyond actual work requirements. The element is not intended to highlight personal characteristics (the "good Samaritan," the "nice person") but actual work requirements.





3. Do not confuse *Well-being of Individuals* with *Information for the Use of Others*. Responsibility for the *Well-being of Individuals* implies a person-to-person relationship. Responsibility for developing or communicating information on well-being, aimed at a group (for example, giving health and hygiene information or training sessions, developing income security standards or policies for a given segment of the population, or developing food guides or counselling programs) is evaluated under *Information for the Use of Others*. However, responsibilities that fall under *Well-being of Individuals* include giving hygiene advice to a patient on the basis of her or his personal condition, examining the case of a particular employment insurance beneficiary, developing a personalized diet, and giving private counselling to an inmate.
4. Do recognize the distinction between providing information and providing counselling. In the first, facts and options are presented to the client; in the second, advice and guidance are offered to the client based on his or her personal situation. Measure providing information under the *Information for the Use of Others* element; measure providing counselling under the *Well-being of Individuals* element.
5. Do ensure that responsibility for the well-being of individuals is intended to meet personal needs. Advising the owner of a small business (a farm, for instance) is not a responsibility measured under *Well-being of Individuals*, since one is addressing the needs of the business rather than those of the person. However, assessing the farmer's essential needs after a disaster to provide financial aid is a responsibility measured under *Well-being of Individuals*.
6. Do evaluate the different aspects of occupational health and safety under the correct element. The responsibility for carrying out the role of floor fire emergency officer as a volunteer is not measured under the *Universal Classification Standard (UCS) 2.0*. Sitting on an occupational health and safety committee is not considered a responsibility that falls under *Well-being of Individuals*. Providing first aid is a responsibility measured under the *Well-being of Individuals* only if it is a work requirement. Ensuring that staff comply with safety regulations and procedures in a laboratory can be considered either *Leadership of Human Resources* or *Ensuring Compliance*. If, however, the responsibility for safety is a work requirement (for example, the buddy system), it is measured under *Well-being of Individuals*.



7. Do recognize that responsibility to act as a buddy to a partner is not always mutual or reciprocal. In some cases, the role of acting as a buddy *is* mutual: two divers searching for a particular object underwater keep an eye on each other to ensure that nothing untoward happens to either of them, or to lend assistance if necessary. In other cases, the role of acting as a buddy is not reciprocal: two divers sent underwater to solder a section of a ship's hull will have different responsibilities. One diver will be responsible for doing the soldering; the other diver will be responsible for keeping an eye on the first diver to make sure nothing untoward happens, or to lend assistance if necessary. Similarly, an astronaut in flight will not be required to act as a buddy to the person in the ground control centre whose responsibility it is to monitor the astronaut's vital signs and ensure her or his safety. Evaluate the responsibility for acting as a buddy to ensure the well-being of a colleague under the *Well-being of Individuals* element, even if this responsibility is not mutual or reciprocal.
8. Do not confuse *Well-being of Individuals* with *Leadership of Human Resources*. Dealing with problems faced by employees and co-workers falls under responsibility for solving problems that might otherwise prevent one's work group from achieving its objectives. This responsibility is evaluated under *Leadership of Human Resources*, as is the responsibility to motivate staff, ensure professional development, maintain morale, and provide an appropriate work environment. Referring an employee to the Employee Assistance Program is also a responsibility that falls under *Leadership of Human Resources*.
9. Do not confuse *Well-being of Individuals* with *Physical Assets and Products*. Being careful in one's work not to injure others is not measured under *Well-being of Individuals*, since it is behaviour expected from all employees. Therefore, the work of a crane operator who is careful not to injure the people working near the crane is not measured under *Well-being of Individuals* but is credited with responsibility for *Physical Assets and Products*. Similarly, the plumbing or electrical maintenance of a building where welfare care and services are provided (a hospital or penitentiary) is a responsibility that falls under the *Physical Assets and Products* element.
10. Do evaluate responsibility for other animals, fish, and trees under the *Physical Assets and Products* element.
11. Do evaluate responsibility for acting as a trustee for an individual under this element. Acting as a trustee for a group is evaluated under the *Money (Planning and Controlling)* element.



12. Do consider providing services as a mediator, conciliator, or arbitrator under the *Well-being of Individuals* and the *Ensuring Compliance* elements.
13. Do check the relationships between the elements. The *Well-being of Individuals* element can be related to the *Risk to Health* and *Psychological/Emotional Effort* elements.

## Anchoring the Element

Below, you will find several examples of work that may be considered typical of a particular rating under this element. They are intended to help you “anchor” each rating in your mind and understand better the design intent of the *Well-being of Individuals* element.

The following are examples of work at **Degree 2**:

2

- The work requires that a person act as a buddy to help ensure the safety of team members during field and laboratory work. This work includes a requirement to give emergency first aid or arrange for transport to a medical establishment in case of accident or injury.

2

- The work requires making decisions and authorizing emergency care to new immigrants and refugees, based on the results of personal interviews. The work includes responsibility for authorizing income support payments to refugee claimants.

2

- The work requires providing fitness evaluation to residents of the college and developing individual training programs in response to the evaluation results on an “as requested” basis.

The following are examples of work at **Degree 5**:

5

- The work requires managing communicable diseases in a reserve community, including referral of clients with possible communicable disease for testing and/or treatment, contact tracing, and follow-up with people who have been in contact with a communicable disease, which may include further referral or actual treatment.

5

- The work requires evaluating a patient’s health and age-related health problems. It includes providing the necessary care to eliminate or control illnesses to improve the patient’s quality of life.





## Element 3: Leadership of Human Resources

### Design Intent

The *Leadership of Human Resources* element recognizes responsibility for getting work done through others. This element is not restricted to the traditional role of supervising subordinate staff, nor is it restricted to leadership in relation to subordinates. It also includes leadership in relation to those who are not in a traditional subordinate relationship, including those who are not federal public service employees. (Look in the Element Description in the *Universal Classification Standard (UCS) 2.0: Factors and Elements* for a list of all people to whom leadership can be provided.)

This element reflects and values the reality that in a contemporary workplace the responsibility for leadership does not rest only with the person highest in the organizational hierarchy. It recognizes that much work requires employees to take on leadership roles in new organizational relationships, both formal and informal. These could be any one or a combination of flatter organizations, project teams, working groups, task forces, functional committees, matrix project teams, or self-directed teams, where leadership responsibilities could include forming teams, acquiring the right mix of resources, coaching peers and subordinates, and making decisions with groups or colleagues.

The *Leadership of Human Resources* element has been designed so that the more responsibility work involves for establishing and sustaining a qualified and productive employee, work team, or workforce, the more value it gets. It does not matter how many people the work provides leadership to, nor even if those who are led are subordinate staff of the department. What does count is that the work assigns the responsibility for making sure that the people producing work, in whatever type of work organization, have the guidance, training, coaching, feedback, and management structures and systems that will enable them to reach goals, achieve results, and remain qualified and productive.

Even in cases where federal and provincial workers are co-located so they can work collaboratively, this element can value the leadership role involved. Although an employee-employer relationship may not exist, leadership ensures that the work unit operates cohesively and effectively.



## Coverage

This element covers all federal Public Service work. Since all federal Public Service workers have some responsibility for leading others—for example, working on or managing projects, providing direction or supervision, mentoring as an assigned responsibility, being a lead hand, or managing and directing a program or function—all work will be valued under this element.

## Do's and Don'ts

1. Do remember that this element is a measurement of *Responsibility*. Other elements measure *Skill*, *Effort*, and *Working Conditions*.
2. Do consider the **overall responsibilities** of the work when determining the appropriate degree, even though some work characteristic statements may be found in other degrees. All the work characteristics in a degree description do not need to be present in the work for it to be rated at that degree. Conversely, do not allow a single statement to direct the rating to a specific degree. For example, the statement “to evaluate performance” does not mean the rating should automatically be at Degree 4, nor does the statement “to ensure a safe and healthy workplace environment” mean that the rating should automatically be at Degree 7. To rate at a degree, evaluate as a whole the leadership responsibilities for the work, that is, the sum of the parts is more important than any individual part.
3. Do note that **Degree 1** means minimal responsibility for leading others. A rating at Degree 1 indicates the worker is required to work with others. Degree 2 is not automatic.
4. Do not confuse *Information for the Use of Others* with *Leadership of Human Resources* at the lower numbers on the rating scale. Being required to participate in meetings to provide expertise or advice that will be used to make recommendations or solve a problem is not responsibility for leadership. These are requirements for providing *Information for the Use of Others*.
5. Do be careful to distinguish between **Degree 1** and **Degree 2** when evaluating the requirement to give on-the-job training. If the worker is required to demonstrate how work is done with no follow-up required, then it is indicative of Degree 1, that is, minimal responsibility for *Leadership of Human Resources*. If, on the other hand, the work requires follow-up to the training to ensure that the trainee has gained the required competency, knowledge, or skill, then Degree 2 is indicated. Again, the responsibilities must be considered as a whole, not just individually.





6. Do realize that not just work with signing authority has leadership responsibilities. Leadership responsibilities are often informal. They may involve shared responsibilities, with various team members each taking on some or all of the leadership role. Or they may involve team facilitation as in such activities as co-ordinating, animating, and organizing teams and enabling them to function by anticipating their needs, gathering resources, and harmonizing their work with other work in the organization.
7. Do remember that while on-the-job training is considered under *Leadership of Human Resources*, the development and delivery of formal classroom training is measured under *Information for the Use of Others*.
8. Do evaluate functional training or supervision under *Leadership of Human Resources* and/or *Information for the Use of Others*. Where the work involves responsibility for providing technical expertise so that, for example, another can define and carry out a process or procedure or develop a policy, it is measured under the *Information for the Use of Others* element. Where an assigned responsibility for the individual(s) exists, measure it under *Leadership of Human Resources*.
9. Do be careful to recognize the distinction between responsibilities for leadership exercised over the work of federal Public Service employees and those leadership responsibilities exercised over the work of people in a contractual relationship with the federal government (for example, under personal service contracts). Leadership of both types of human resources may include the responsibilities for planning, co-ordinating, and scheduling the work, for establishing priorities, and for helping people to adapt. However, responsibilities for evaluating the performance of, recommending or approving training and development for, and supervising individuals pertain only to employees of the federal Public Service. Similar responsibilities toward those in a contractual relationship are legally limited to monitoring deliverables.
10. Do measure the responsibility for occupational safety and health in the workplace for subordinates and others under *Leadership of Human Resources*, where a leadership responsibility exists. Work that involves responsibility for health and safety for an organization may be measured under the *Information for the Use of Others*, *Physical Assets and Products*, and/or *Ensuring Compliance* elements, depending upon the specific work requirements.



## Anchoring the Element

Below, you will find several examples of work that may be considered typical of a particular rating under this element. They are intended to help you “anchor” each rating in your mind and understand better the design intent of the *Leadership of Human Resources* element.

The following is an example of work at **Degree 1**:

1

- The work includes responsibility for showing employees where to find supplies and materials to perform the work.

The following are examples of work at **Degree 2**:

2

- The work requires participation in the planning and delivery of education projects with a community team. It also requires training other team members and other non-technical staff and volunteers in delivery methods to ensure the team is able to deliver services to the local community.

2

- The work requires participation as a member of a project team. It involves recommending, through collegial decision-making, the objectives, resource needs, and knowledge and competencies required to complete projects. The work also requires training staff in the use of computer software and research methods, and providing feedback on their competency.

The following are examples of work at **Degree 6**:

6

- The work requires determining and approving resource and expertise requirements and the organizational structure to support functional work groups and multi-functional teams made up of federal and non-federal public employees and consulting organizations. The work also requires identifying and implementing joint efforts to maximize the use of human resources and includes responsibility for the strategic planning, organizing, and directing of human resources according to the demands of on-going operations, emerging issues, and policy linkages. The work involves selecting and executing knowledge transfer and learning initiatives within sectors of the organization. It includes approving human resource initiatives and policies according to overall governmental human resource strategies.



6

- The work includes responsibility for determining the key expertise, competencies, and knowledge requirements of an organization and for developing strategies to ensure that the human resources meet those requirements. The work requires establishing partnerships for projects with organizations, consulting agencies, and universities in co-operation with departmental employees. The work responsibilities include motivating, evaluating the performance of, and mentoring project leaders and managers. The work also requires managing all aspects of the work plans of multi-functional work teams, including generating new project and program directions, and planning and approving goals and priorities.
- 

6

- The work involves responsibility for the broad objectives, strategic direction, and general management of the organization. The employee is responsible for directing internal work groups and project teams comprising subject-matter experts, colleagues, seconded staff, employees of other government departments and agencies, and/or professional consultants in a matrix organization. The work requires setting priorities and creating alternative ways to accomplish objectives and develop strategic plans, and it requires organizing and coordinating work to achieve results. The work also involves responsibility for developing resourcing strategies, authorizing resource levels, approving succession plans, and determining competency profiles for the organization; approving work plans and project proposals; monitoring and evaluating work performance against planned deliverables, recognizing and rewarding achievement, and resolving performance issues; and approving concrete action plans to ensure a fair and equitable workplace and the emotional and physical health, safety, and well-being of staff.
-







## Element 4: Money

### Design Intent

The **Money** element measures responsibility for the stewardship and comptrollership of financial resources in three areas: planning and controlling, acquiring funds, and spending funds. In all three areas, the responsibility for money is measured in terms of the latitude or degree of freedom to take action, make decisions, or make choices in providing analysis and advice on money, within federal guidelines and regulations governing the management of funds.

The element is structured into three sub-elements. These sub-elements are independent of one another and each is measured along a single continuum rating scale. They are: *Planning and Controlling*, *Acquiring Funds*, and *Spending Funds*.

As the federal Public Service continues to change the ways it does business, new money-related work is increasingly in need of recognition. The *Acquiring Funds* sub-element of *Money* is designed to reflect these new ways of doing business.

### Coverage

In the federal Public Service, the responsibility for money is an evolving responsibility that covers a wide range of jobs. Traditional money responsibilities have included planning, controlling, and spending funds, and cover a wide range of Public Service work, from tracking travel expenses to managing multiple budgets under *Planning and Controlling* and from using petty cash to committing funds to major government initiatives under *Spending Funds*.

The *Acquiring Funds* responsibility is not inherent in as wide a variety of jobs as the more traditional aspects of money. It is focused on work activities related to cost recovery, revenue generation, sponsorships, joint funding arrangements with industry or business, and other collaborative initiatives.





## Do's and Don'ts

1. Do read the entire work description. You are likely to find information in other areas of the work description that will assist you in evaluating work using the *Money* element.
2. Do read through each of the degree descriptors on the rating scales: complementary statements define each degree.
3. Do remember that the rating scales for this element have a cumulative progression. That is, the greater degrees typically include the lesser ones. If more than one degree applies to the work, you must decide which is the greatest normal degree of responsibility typically required by the work. When we talk about the greatest normal degree, we mean:
  - the responsibility that is *normally* part of the work requirements, and
  - the responsibility that is a *formal* requirement of the work.
4. Do not evaluate the ability of the employee to bring in money, only the requirement of the work to do so. For example, an individual may be highly skilled at influencing the scientific community to donate or invest, but unless such skill is a requirement of the work, do not measure it.
5. Do not make assumptions—evaluate the information contained in the work description.
6. Do keep your evaluations in order A-B-C. If they are input into the Position Classification Information System (PCIS) in any other order, they will show up as an error.
7. Do remember that regardless of the size of a budget, the responsibility remains at the same degree, that is, the amount of money is *not* a consideration.
8. Do remember, when evaluating negotiating of cost-sharing responsibilities, that cost sharing is not cost recovery. Cost recovery can occur within departments and with external clients or shareholders.
9. Do evaluate writing off Accounts Receivable under *Acquiring Funds*.
10. Do evaluate collecting monies owed to the Crown such as taxes, duties, Canada Pension Plan (CPP) contributions, Employment Insurance (EI) premiums, etc., under *Acquiring Funds*.



11. Do evaluate generating income through the acquisition of in-kind contributions, technology transfer revenues, and licensing of patented products under *Acquiring Funds*.
12. Do evaluate completing time sheets under *Information for the Use of Others*. However evaluate completing time sheets *and* calculating costs (as in tracking one's own billable time) as cost recovery under *Acquiring Funds*.
13. Do evaluate the work related to petty cash, travellers' cheques, etc. (which add up to substantial sums across the government) under *Spending Funds*.
14. Do evaluate the requirement to give information or recommendations on financial or budgetary issues under the *Information for the Use of Others* element. Different aspects of this work requirement may be evaluated here under *Money* as well: the responsibilities may be measured under either or both elements.
15. Do evaluate the requirement to type and transmit journal vouchers, requisitions for supplies, or work orders under the *Information for the Use of Others* element, **not** under *Money*.

## Anchoring the Element

Below, you will find several examples of work that may be considered typical of a particular rating under this element. They are intended to help you “anchor” each rating in your mind and better understand the design intent of the *Money* element and the value of the degree descriptors for each of the three sub-elements.

## Planning and Controlling

The following are examples of work at **Degree A2**:

A2

- The work includes responsibility for monitoring expenditures to the budget on a month-to-month basis, and reporting findings to the director.

A2

- The work requires calculating and providing input on pricing information for budget projections.



The following is an example of work at **Degree A5**:

**A5**

- The work involves approving the plans and budgets prepared by all sections: preparing business cases for additional funds; establishing priorities and budget allocation levels for all budgets; monitoring commitment levels against plans and forecasts; and allocating and reallocating funds across budgets.
- 

## Acquiring Funds

The following are examples of work at **Degree B2**:

**B2**

- The work requires selling brochures or collecting fees for services rendered, where the prices are set.
- 

**B2**

- The work includes receiving cash, cheques, money orders, and credit card payments collected from goods and services rendered, and completing the banking functions.
- 

The following is an example of work at **Degree B4**:

**B4**

- The work includes managing the recovery of costs and fees for services from clients under the optional fee-for-service programs of the Branch, with latitude and authority to negotiate fees within the broad departmental philosophy. The work also involves controlling the financial risk-taking and billable time and resource utilization of staff and exercising judgement to make adjustments in services and revenues.
- 

## Spending Funds

The following are examples of work at **Degree C2**:

**C2**

- The work includes spending funds while on travel status. Government guidelines must be followed.
- 

**C2**

- The work includes purchasing goods and services but has no signing authority.
-



The following is an example of work at **Degree C4**:

**C4**

- The work includes committing and expending funds for multi-functional projects for laboratory equipment, operations and maintenance, supplies, term employees and summer students, travel, and contract work. The aim is to obtain maximum benefit for the project within a small budget. The work also involves approving payments for work performed under contract.
-







## Element 5: Physical Assets and Products

### Design Intent

The *Physical Assets and Products* element measures the degree of responsibility in the work for animate or inanimate things. It is designed to reflect the responsibility Public Service employees have to protect the public interest by taking care of a wide range of assets and products. Moreover, this element recognizes that the value of government assets or things relates to their use or application, not simply their monetary value.

The “Degree of Responsibility” dimension of the rating scale recognizes how dependent government programs or other people are on things to do the work. The greater the dependence someone else has on the asset or product, the greater the responsibility. The “Degree of Impact” dimension gives value to these things in terms of how difficult they are to replace, or how difficult it would be to replicate results.

Physical assets can be small, even microscopic, or they can be large, like buildings or parks. Tools, files, computer software, blood specimens, seized goods, uniforms, furnishings, artwork, flora, and bulldozers are among the things considered assets and products. A longer list of examples is cited under the element description in the *Universal Classification Standard (UCS) 2.0*.

If you look at the rating scale in the *UCS 2.0*, you will see that only work with direct responsibility for safeguarding, using, repairing, keeping in custody, or producing assets or products is valued under this element. The rating scale increases as the difficulty of replacing the product or asset increases, and as the dependence of other people on the asset increases.

This element takes a fresh look at responsibility for technical resources by valuing their stewardship or care. It also gives value to Public Service work that maintains or creates things.

*Physical Assets and Products* also covers the responsibility for the logistics of organizing conferences, meetings, and events, that is, for arranging for facilities, equipment, and material. It does not cover the responsibility for communication about or at these events: this communication is captured under the element *Information for the Use of Others*.



## Coverage

All workers are expected to use the assets assigned to them responsibly, to maintain them if required by the work, and not to lose them. Therefore, all work is covered by this element.

## Do's and Don'ts

1. Do remember that this element is a measurement of *Responsibility* for something. Other elements measure *Skill*, *Working Conditions*, and *Effort*.
2. Do remember that when jobs share the same responsibility, they must be evaluated at the same degree.
3. Do apply the “Degree of Responsibility” scale as follows:
  - **Degree 1** measures the responsibility for the use of physical assets or products when doing one’s own work with no requirement for user maintenance.
  - **Degree 2** measures the responsibility for the use of physical assets or products when doing one’s own work as well as the responsibility for their upkeep and maintenance.
  - **Degree 3** measures the sole responsibility for looking after tools, equipment, or accessories used by colleagues in their work. In other words, this degree measures the responsibility when the primary purpose of the work is to maintain objects so colleagues in one’s own work unit can depend on the objects being maintained, fixed, or otherwise ready for their use in doing their work.
  - **Degree 4** measures responsibility for providing the services of operating, maintaining, or servicing physical assets and products (for example, responsibility for the maintenance of a building, library, warehouse, or records office). Taking care of such assets or products is a primary responsibility of the work. You will see it reflected in the Key Activities.
  - **Degree 5** measures the responsibility in the work to maintain in good condition a product or a physical asset that belongs, or that is destined for, external clients or external service and that has to be returned to its rightful owner. If the temporary custody is the same at every job along a chain of command, each job should get the same rating.



- **Degree 6** measures the responsibility for physical assets that are of prime importance in exceptional situations, as in an emergency or a disaster. It also measures the responsibility for natural resources or items of national interest, including items related to national history or national politics.
4. Do look at the purpose of the assets or products when evaluating using the “Degree of Responsibility” scale. And look at the primary purpose, not other incidental purposes they may serve.
  5. Do realize that the “Degree of Responsibility” scale is a progression. You will see the reference to the public for the first time at Degree 5, but the public may also be represented at Degrees 3 or 4. For instance, do not assume just because the worker is responsible for a thing belonging to, or destined for, the public, that the characteristic must rate at Degree 5. Consider the primary purpose of the asset or product: in many instances the primary purpose is as an external service, so that you can rate the responsibility at Degree 3 or 4. For example, an item of mail destined for the public does not automatically go to Degree 5—it is part of an internal or external mail delivery service, in which case this purpose would meet the Degree 3 or 4 definitions. Degree 5 covers, for example, assets and products confiscated or taken from the public or industry for testing or for safeguarding. It assumes these assets or products must be maintained in a particular state either to ensure the validity of testing or to be returned in their original condition. When the client’s livelihood or well-being depends on it, the responsibility is greater.
  6. Do consider that work with direct responsibility for an infrastructure on which others depend will likely score at the middle to greater degrees of the scale. For example, responsibility that is shared for a computer network, for a heating plant, or for extremely advanced and distinctive equipment, specimens, or material—where others could not continue to produce if these assets or products were not fully safeguarded—would score at the greater degrees of the scale.
  7. Do remember to include the responsibility for safeguarding the integrity of an asset. When measuring the degree of responsibility, think about the requirement for keeping track of, accurately labelling, and properly storing such things as specimens and evidence.





8. Do consider that when databases are being created, they are products; when they are being used, they are assets. In both cases, they are evaluated here under the *Physical Assets and Products* element. Maintaining the database itself (the physical infrastructure) is also considered under *Physical Assets and Products*. The content of databases, on the other hand, is evaluated under the *Information for the Use of Others* element, as is the responsibility for inputting information or updating the file.
9. Do avoid the tendency to rate too high on the “Degree of Impact” scale. When thinking about whether something is irreplaceable, first consider whether the organization would invest in replacing the item. For example, even an item of mail may be irreplaceable, but an organization might not invest much in replacing it. If the asset or product is significant enough that the organization would invest in replacing it, then examine all four bullets under “Considerations” in the description of element 5 in the *Standard*. Evaluate the situation accordingly.
10. Do not ask whether an asset or a product can be replaced when the responsibility is for creating it. Rather, examine the three degrees of impact in terms of whether the results could be replicated and how much investment would go into re-creating or duplicating the original production. If the asset or product can be replicated, then it is not considered irreplaceable. For example, if a databank can be copied electronically or printed as a hard copy, it is considered replaceable.

## Anchoring the Element

Below, you will find examples of work that may be considered typical of a particular rating under this element. They are intended to help you “anchor” each rating in your mind and understand better the design intent of the *Physical Assets and Products* element.

The following is an example at **Degree A1**:

A1

- The work requires using the usual office supplies, a computer, and other assets such as telephones, fax machines, photocopiers, stamps, books, periodicals, audio material, and data display systems to process, store, and communicate information. This equipment is easy to replace but may, in some cases, be costly.
-



The following is an example at **Degree A2:**

**A2**

- The work requires operating, performing user maintenance on, and accounting for assigned vehicles and motorized and power-operated equipment to perform daily tasks. These items are easy to replace, but could be costly. These items are a shared responsibility.
- 

The following is an example at **Degree B4:**

**B4**

- The work requires holding in temporary custody medications and medical supplies and equipment destined for several field units. Replacement costs may be high and waiting times lengthy in cases where medical equipment must come from another country. Destroyed vaccines may be difficult to replace as some vaccines are produced only in limited amounts at specific times of the year. This responsibility is shared.
- 

The following is an example at **Degree B6:**

**B6**

- The work requires temporary custody, care, and maintenance of customer equipment or components, primarily for the Canadian and foreign navies, and sometimes for other government departments and private industry. The items vary from life support, damage control, or propulsion equipment to weapon systems that can be critical to international commitments, disaster relief, or search and rescue operations. Replaceability varies from local or international procurement to manufacture in the sheet metal shop. Many components are one of a kind and are custom-fitted to specific requirements.
- 

The following is an example at **Degree C6:**

**C6**

- The work responsibilities include carrying out, recommending, or supervising the conservation treatment of artifacts of cultural heritage. It also involves recommending materials and methods for the safe handling, display, and storage of these artifacts. The purpose is to conserve, restore, and protect artifacts that are often irreplaceable examples of Canadian cultural heritage for the benefit of the Canadian public. These include: works of art on paper, books, archival materials, anthropological and ethnographical specimens, furniture and decorative wooden objects, archaeological material, paintings and polychrome sculpture, textiles, industrial objects, and glass, ceramic, and stone objects. These objects are often in fragile or degraded condition and may be irreplaceable. The work includes primary responsibility for the condition of these items during their custody at the Institute.
-







## Element 6: Ensuring Compliance

### Design Intent

The *Ensuring Compliance* element is designed to measure and value regulatory work in the Public Service. It measures responsibility for making decisions and taking action to foster, verify, and enforce compliance. It is intended to reflect the new reality that ensuring compliance in the public interest has become relatively more widespread as the role of government in operational activities has diminished.

*Ensuring Compliance* measures all compliance responsibilities including responsibility for reviewing applications or submissions that would confer a benefit or right not generally available. This kind of compliance work includes, for example, reviewing applications for the right to immigrate to Canada or reviewing submissions to market a drug in Canada. *Ensuring Compliance* also encompasses inspecting, auditing, and monitoring on-going client performance against standards, and, potentially, taking action to improve compliance. Such action may include seizing assets, or arresting or detaining people.

In some cases, decisions regarding compliance have a narrow focus (for example, whether to admit an immigrant to Canada, whether to deport someone). In other cases, decisions may have more long-term consequences (for example, whether to approve a patent, whether to order the recall of a hazardous product from the market). In some organizations, enforcement workers have legislative authority to make someone do something. Compliance workers often need to consider the trade-offs between immediate, short term, or private interests and the broader, longer-term interests of Canadians. Exercising judgement about the balance of risks is part of what this element is designed to measure.

### Coverage

The *Ensuring Compliance* element is applicable across the Public Service, but the extent of its applicability varies considerably across programs. At a minimum, all Public Servants have a basic responsibility to follow internal rules, standards, and regulations. The mandates of some departments or branches have a strong regulatory focus. Work in these programs is likely to entail greater responsibilities for ensuring compliance than work in other programs.



## Do's and Don'ts

1. Do remember that *Ensuring Compliance* is a *Responsibility* element. While the work may also require skills and effort or may be performed under adverse conditions, these factors are considered under other elements. As with other *Responsibility* elements, the implicit expectation of quality work in *Ensuring Compliance* includes the idea that the work is conducted in the public interest, fairly, equitably, efficiently, and effectively.
2. Do remember that, for the purpose of *Ensuring Compliance*, “clients” are defined as the individuals, businesses, or other organizations whose actions, processes, products, or practices are the focus of federal regulation or standards. In this context, federal departments and their employees can be the clients of other federal programs. But subordinate employees are not clients.
3. Do remember that, for the purpose of *Ensuring Compliance*, “standards” are defined as formal, recognized, or generally accepted parameters or criteria. These parameters are substantive, recognized procedures or rules, whether written or understood, whether Public Service-wide or unique to a work unit, whether mandated by legislation or not.
4. Do remember that, for the purpose of *Ensuring Compliance*, “taking action” refers to making and implementing decisions or recommendations regarding compliance. These activities may include monitoring or reporting on compliance, halting operations, granting authorities permission, or giving official confirmation of compliance.
5. Do consider the regulatory context of the work. Work that involves approving routine applications is more likely to have lesser responsibilities for ensuring compliance than work that involves reviewing and approving complex applications in an area that has a wide impact on the health and safety of Canadians. Consider also the source of the criteria upon which the decision is based.
6. Do look for relevant information on the scope of *Ensuring Compliance* under *Contextual Knowledge: Legislation and Regulations* in the work description. Work with higher levels of responsibility for *Ensuring Compliance* would normally require related contextual knowledge of legislation or regulation.



7. Do look closely at the requirement to take corrective action. If the range of options is very narrow (such as the screening of an application), and the work has no responsibility for action to improve the compliance, rate this work at **Degree 1**. In such cases, the responsibility is either to accept or to reject, with actions prescribed as “Go” or “No Go.” There is no follow-up. In contrast, if the work requires choosing from among several options for follow-up or is empowered to take the necessary measures to follow up, rate it at least at **Degree 2**. In these cases, the responsibility is to assess against formal standards, decide to accept, or specify corrective actions required before acceptance can be granted. Acceptance can occur only after the corrective action is taken.
8. Do recognize the growth of latitude throughout the scale. As an indicator of the latitude for making decisions and taking actions on client compliance, consider the extent of guidance defined in the regulation or standard. The more a decision or action is guided by precedent, instruction, standards, procedures, protocols, or rules, the less latitude is required in making the decision. In the greater degrees (**Degrees 4 and 5**) it is likely that very few, if any, precedents exist to support decision making, and thus more interpretation of regulations, standards, and legislation is required to determine appropriate action. Degrees 4 and 5 allow for wide latitude. At **Degree 3**, decisions are based on determining which of a range of precedents is most applicable to a particular situation. In the lesser degrees (**Degrees 1 and 2**), decisions have less latitude and are made by applying well-established and specific standards, guidelines, or precedents.
9. Do recognize the difference between Degree 3 and Degree 4. In **Degree 3**, decisions and actions require selecting the most appropriate precedents guided by directives, formal standards, and accepted process and practices. Degree 3 is largely focused on ensuring compliance inside the public service or applying precedents to ensure the compliance of individuals. In **Degree 4**, on the other hand, decisions and actions require the substantial interpretation of regulations or standards to determine the appropriate course of action. Consideration is given to the tradeoffs between a client’s interests and the impact of those interests on the safety, health, and security of Canadians.
10. Do recognize the growth of risk analysis throughout the scale. As the scale progresses, risk analysis is increasingly required to make a decision that weighs the potential benefits of a product, process, or practice against its impact on the safety, security, and health of Canadians.





11. Do not confuse *Ensuring Compliance* and *Leadership of Human Resources* when evaluating activities aimed at helping colleagues improve their work. Evaluate work that entails reviewing the work of colleagues in a work unit under *Ensuring Compliance*. If it is an extension of coaching or on the job training responsibility, consider it under *Leadership of Human Resources*. If it is part of a more formal training role, consider it under *Information for the Use of Others*. Evaluate the responsibility for monitoring the performance of subordinate staff, or persons on personal or professional services contracts, under *Leadership of Human Resources*. Responsibility for monitoring the performance of volunteers should also be evaluated under *Leadership of Human Resources*, provided that the volunteers are performing functions for which someone is exercising leadership responsibilities.
12. Do not consider the responsibility to assess subordinates' professional qualifications under this element. It is part of the responsibility for *Leadership of Human Resources*.
13. Do not confuse developing policies, procedures, and standards with ensuring compliance to policies, procedures, and standards. The development of policies, procedures, and standards is considered under *Information for the Use of Others*. However, work that reviews policies, procedures, and standards for compliance with government requirements will be considered under *Ensuring Compliance*.

## Anchoring the Element

Below, you will find several examples of work that may be considered typical of a particular rating under this element. They are intended to help you “anchor” each rating in your mind and understand better the design intent of the *Ensuring Compliance* element.

The following are examples of work at **Degree 1**:

1

- The work requires ensuring one's own compliance with standard federal Public Service procedures and internal rules and regulations, including following health and safety procedures, completing forms in the prescribed manner, processing documents according to procedures, and maintaining the confidentiality of information.

1

- The work requires ensuring that applications are completed in the prescribed manner. It involves verifying that all relevant information is provided on the application to ensure the claimant qualifies for consideration and confirming compliance to the claimant.



1

- The work includes responsibility for ensuring that individuals entering work sites have observed all necessary safety precautions.

The following are examples of work at **Degree 2**:

2

- The work involves conducting inspections of work done by contractors against national codes and reporting cases of non-compliance to the supervisor, with recommended corrective action.

2

- The work involves reviewing documents produced by colleagues and supervisor to verify that protocols have been met, format and terminology are suitable, the necessary parties have signed off, and copies have been distributed appropriately. It includes responsibility for ensuring that corrections are carried out.

2

- The work requires ensuring that employees with responsibility for using departmental firearms comply with the relevant Acts and Regulations. It includes ensuring that firearms and ammunition are used and stored according to the *Canadian Federal Firearm Regulations*.

2

- The work requires verifying that computer use within the directorate conforms to software licencing agreements and taking corrective action when violations are discovered.

The following are examples of work at **Degree 5**:

5

- The work requires seizing, when appropriate, non-compliant products at manufacturers, importers, distributors, and retailers. Under the authority of the *Hazardous Products Act* or the *Food and Drugs Act*, seizures may be made to prevent the distribution of products that present a significant health or safety hazard or when request for voluntary action is unlikely to be successful. Seizures may also be made under a criminal code search warrant to gather evidence for prosecution.

5

- The work includes responsibility for conducting audits and surveillance of foreign and national operators' operations to ensure compliance with Canadian, U.S., and international aviation regulations, including the *North American Free Trade Agreement (NAFTA)*. The work can involve imposing major costs on the aircraft operator, with an impact on their competitiveness and, at times, their economic survival. Decisions taken can be precedent-setting.



5

- The work includes examining new drug submissions from pharmaceutical companies, assessing the compliance of the manufacturer to mandated protocol and legislation, determining that necessary clinical trials have been completed and that the product has met standards of efficacy and safety, and approving the release of new drugs for the Canadian market.
-



## **Factor II: Skill**

This factor measures what employees need to know about, or be able to do, in order to perform the assigned work. It comprises four elements:

- **Job Content Knowledge Application**
- **Contextual Knowledge**
- **Communication**
- **Motor and Sensory Skills**







## Element 7: Job Content Knowledge Application

### Design Intent

The *Job Content Knowledge Application* element measures the depth and breadth of the knowledge needed to do the work and achieve results. Knowledge includes concepts, methods, practices, principles, procedures, processes, techniques, and theories. It can be acquired through training, education, or experience. In this element, what is relevant is the requirement for the knowledge and its application to the work, not how the knowledge is acquired. The *Universal Classification Standard (UCS) 2.0* recognizes that value lies in applying relevant knowledge to carry out the responsibilities of the work. One dimension of the rating scale measures depth or the complexity of the required knowledge; the other dimension measures breadth or the number of areas of unrelated knowledge.

The knowledge measured in this element is knowledge that is common to work of a particular type, such as financial accounting work or records management work, whether that work is performed within the Public Service of Canada, in provincial or municipal governments, or in the private sector. On the other hand, knowledge about practices, rules, or regulations particular to the unique work environment of the Public Service of Canada is measured under the *Contextual Knowledge* element.

### Coverage

All jobs in the Public Service require the application of knowledge to achieve client service results, perform key activities, and fulfill responsibilities inherent in the work.

This element values not only the depth to which knowledge is required, but also the breadth or areas of unrelated knowledge (the multi-skilling aspect) necessary in some Public Service work.



## Do's and Don'ts

1. Do remember that this element is a measurement of *Skill*. Other elements measure *Effort*, *Working Conditions*, and *Responsibility*.
2. Do review the entire work description (especially the *Key Activities* and the description of the elements in the *Responsibility Factor*) in addition to the *Job Content Knowledge Application* element to help you identify the number of areas of knowledge needed in the work. This review will give you a better understanding of the overall work and of the areas of knowledge it requires.
3. Do identify the number of areas of knowledge required by the work. Group the areas of knowledge that relate to each other and that can be applied together to achieve a common, immediate goal. Consider the related areas as one area of knowledge. If there is only one area of knowledge, report it in column A.
4. Do evaluate supervisory skills and other technical knowledge or skills under two areas of unrelated knowledge, that is for example, in Columns A and B.
5. Do ask yourself the following questions to determine whether the work requires unrelated areas of knowledge:
  - Is there a need for training or experience in different subject matters (from different career paths or different jobs)?
  - Taking the job as it is described and as it relates to the key activities, can you create two or more separate jobs?
6. Do not assume that all work will have more than one area of knowledge, that is, more than column A. Much work requires only one area of knowledge.
7. Once you have determined the “Degree of Depth” for all areas of knowledge, the greatest depth defaults to column A. That is, Column A normally holds the major area of subject matter knowledge—the parent trade or occupational or professional expertise.
8. Under column A, the minimum depth is **Degree 2**. Degree 2 is the minimum because all jobs in the Public Service require the application of at least one area of knowledge.



9. Do assign **Degree 1** (Non-applicable) for “Degree of Depth” in column B (and C and D, too) if there is no requirement for any areas of knowledge unrelated to the area assigned to column A. Assign Degree 1 for “Degree of Depth” in column C (and D) if there are no more than two unrelated areas, and Degree 1 for “Degree of Depth” in column D if there are no more than three unrelated areas. Otherwise, assign the appropriate degree of depth in each.
10. Do regard **Degrees 6, 7, and 8** as virtually always involving a combination of formal training and expertise.
11. Do differentiate between the traits of the employee and the requirements of the work when evaluating the requirements at **Degree 7** to be “a source of knowledge” and at **Degree 8** to be “an expert authority.” Some jobs in the Public Service require very high levels of knowledge in specific, complex areas. Rate these requirements of the job, not the traits an individual employee might be endowed with.
12. Do not assume that **Degrees 7 and 8** on the “Degree of Depth” scale are reserved for world-class expertise only. The requirement for knowledge at these degrees may also apply within Public Service work.
13. Note that **Degrees 7 and 8** of “Degree of Depth,” which are described in terms of the work requirement “to add to” (Degree 7) and “to redefine” (Degree 8) “concepts, techniques, and theories in a specialized area,” are not rating the responsibility to *do* either of these things but rather the very high mastery of knowledge of the existing concepts, techniques, and theories needed to do these things. The responsibility for adding to or redefining the concepts, techniques, and theories would be assessed under the *Information for the Use of Others* element.
14. Do recognize the difference between the application of job content knowledge and the contextual knowledge required in the work. For example, the requirement for knowledge of forestry techniques would be considered under the *Job Content Knowledge Application* element, whereas the requirement for knowledge of the forest industry and its practices and developments would be considered under the *Contextual Knowledge* element. Similarly, knowledge of the law (jurisprudence, court proceedings, etc.) is considered under *Job Content Knowledge Application* while knowledge of specific legislation (laws and regulations) is considered under *Contextual Knowledge*.





15. Do evaluate knowledge of the techniques and methodologies of translation and interpretation under *Job Content Knowledge Application*. The knowledge of different languages is not measured under the Standard.
16. Do remember that job content knowledge can be acquired through practical on-job experience, employer-sponsored training, or apprenticeship as well as through formal education. The point is not how something was learned but what was learned.
17. Do remember that a combination of apprenticeship, experience, and vocational learning can be equivalent to a university degree.

## Anchoring the Element

Below, you will find examples of work that are intended to help you “anchor” in your mind the concepts of depth and breadth of knowledge and to help you understand better the design intent of the *Job Content Knowledge Application* element.

Examples of depth and breadth are shown separately. For depth, you will find two examples of work at Degree 2 and one example of work at Degree 8. For breadth, one example shows the range of knowledge required in one job (without assigning a degree of depth to any of the areas).

The following are examples of work at **Degree 2** (depth):

**2**  
(Depth)

- The work requires applying knowledge to use several kinds of computer software such as word processing, spreadsheet, project management, and presentation software to produce reports and other documents and to make presentations.

**2**  
(Depth)

- The work requires knowledge to operate a variety of motor vehicles (for example, light cargo vehicles, small buses carrying up to 28 passengers, and standard commercial vehicles up to and including five-ton capacity) to transport people and baggage. Knowledge of motor vehicle safety standards and of the rules of the road and the use of the applicable practices or procedures is also required.



The following is an example of work at **Degree 8** (depth):

8  
(Depth)

- The work requires knowledge of the theories, principles, and practices of plant pathology, including all the known categories of agents (infectious or environmental) that cause plant ill health, and the physiological, biochemical, and structural interactions between plants and their rust fungal pathogens. Knowledge of botany, including plant classification (and wild populations of plant species that are related to cultivated cereals), anatomy, ecology, and processes of plant infection, as well as plant breeding, and of the principles and practices of molecular genetics as they relate to plant pathology is also required. This knowledge is required to assist in the development of new disease-resistant cereal cultivars, to devise strategies for disease control and consultation to international agencies in matters relating to cereal diseases, and to devise genetic experiments and transfer the resistance to cultivated species. Knowledge is also required of the principles and operation of various types of laboratory or plant-growth-facility equipment so that planned experiments relating to plant pathology may be successfully carried out.

The following are two examples that show a **range of requirements for unrelated knowledge** in a single job (breadth). These different requirements are not necessarily at the same degree.

Breadth  
...

- The work requires the application of:
  - knowledge of financial management principles, techniques, methods, and practices including business and account analysis, strategic and operational planning and forecasting, budget development, allocation, and reallocation, commitments and expenditures, and financial reporting to provide advice to management and deliver financial services.
  - knowledge of administration, including management and negotiation of contracts, problem solving, project planning and review, ergonomics, accommodation planning and implementation, and health and safety in the workplace to manage cost-effective contracts with suppliers and resolve contractual issues, to conduct pilot projects of administrative initiatives, and to lead and serve on committees on shared services.
  - knowledge of methods, techniques, principles, and practices, including change management and human behaviour to support organizational and staff initiatives.



Breadth  
cont'd

- knowledge of human resources management methods, techniques, principles, and practices to lead people (one's own staff and project teams), establish criteria, assign responsibilities, monitor and review results to contribute to the development of new skills, maintain effective relations with one's own staff, and promote a positive work environment.
- knowledge of the application of computer software programs such as word processing, databases, and spreadsheets to manage and analyze data, maintain an information base, and prepare reports or presentations.

■ The work requires the application of:

- knowledge of methods, practices, principles, and theories of complex electronic circuitry in military weapons, communications, and navigation, radar, and instrumentation systems. The knowledge is required to analyze the performance of, repair, certify, commission, and maintain these complex systems; to interpret and revise schematics; to design and install system modifications; to conduct technical investigations and prepare technical reports; and to appraise the acceptability of and provide technical advice on new equipment and designs to National Defence Headquarter staff, other departments, suppliers both national and international, and customers.
- knowledge about the pressurized pneumatic (air-operated) and hydraulic (oil-operated or -driven) units on the weapons, that is, on gun, radar, and missile platforms. This knowledge is required to trouble-shoot, repair, test, and trial the complex electronic systems.
- knowledge of programming languages and theories to design, create, and use diagnostic software programs for repairing, troubleshooting, testing, and trialing military components and systems.
- knowledge to operate motor vehicles, such as pick-up trucks and light cargo vans, to transport personnel, equipment, and tools to job sites. Knowledge and use of the applicable practices and standard as well as motor vehicle safety standards and rules of the road are required to operate these vehicles.

Breadth





## Element 8: Contextual Knowledge

### Design Intent

The *Contextual Knowledge* element measures the knowledge of people, organizations, external circumstances, and legislation and regulations needed to get the work done. It recognizes that much Public Service work has unique information requirements and it values the organizational know-how that is essential to getting things done. This element evaluates the requirement in the work for knowledge about a specific work environment or sphere of activity as well as knowledge of other organizations, clients, and their cultures.

Contextual knowledge required by the work is linked to the organization and is often acquired through work experience. The required knowledge of context varies from position to position, depending on program mandates and legislation. Therefore, the knowledge is not necessarily portable from one position to the next, particularly if the new position is in a different organization.

### Coverage

All work in the Public Service requires contextual knowledge to some extent. Not every position has a requirement in each of the areas measured, but to get the work done, at least one area will always be required. For example, we can assume that virtually every position needs at least an awareness of its own work unit.

### Do's and Don'ts

1. Do remember that this element is a measurement of *Skill*. Other elements measure *Effort*, *Working Conditions*, and *Responsibility*.
2. Do evaluate the work's requirement for knowledge of people, organizations, and external circumstances both within and outside the organization in which the work exists.
3. Do consider that for the purposes of the *Universal Classification Standard (UCS) 2.0*, a work unit is defined as the colleagues, supervisor, and subordinates the worker works with regularly, regardless of whether all are in the same location. No common or consistent definition of organizational structure applies across the Public Service.





4. Do include the knowledge of mandates, procedures, and processes along with structures, policies, programs, activities, roles, responsibilities, and goals when you are evaluating the contextual knowledge of organizations. Consider also how the knowledge is applied.
5. Do consider awareness (**Degree 2**) to be the requirement to know something exists, how to access it, and how it is pertinent to the work.
6. Do keep in mind the wide range of work across the Public Service and the variety of contextual knowledge within it and measure only the contextual knowledge required by the work.
7. Do consider the requirement of the work for contextual knowledge, not the length of time the worker has been a member of the Public Service. Obviously, the longer a person works in the Public Service, the more contextual knowledge this person will accumulate. Consider only the knowledge required by the work.
8. Do identify why the contextual knowledge is needed and how it is to be applied to help you determine the appropriate degree.
9. Do recognize the difference between the contextual knowledge required in the work and the application of job content knowledge. For example, the requirement for knowledge of forestry techniques would be considered under the *Job Content Knowledge Application* element, whereas the requirement for knowledge of the forest industry and its practices and developments would be considered under the *Contextual Knowledge* element. Similarly, knowledge of the law (jurisprudence, court proceedings, etc.) is considered under *Job Content Knowledge Application*, while knowledge of specific legislation (laws and regulations) is considered under *Contextual Knowledge*.
10. Do consider the linkages between *Contextual Knowledge* and other elements. For example, a requirement for contextual knowledge of legislation could be reflected in a responsibility for *Ensuring Compliance*.

## Anchoring the Element

Below, you will find several examples of work that may be considered typical of a particular rating under this element. They are intended to help you “anchor” each rating in your mind and understand better the design intent of the *Contextual Knowledge* element.



The following are examples at **Degree 2**:

2

- Own work unit: Knowledge of the organization and programmes of the unit to be able to know who is in charge of each area; what colleagues' responsibilities are; where to go for information, forms, supplies, and equipment; and how to fill out routine forms (for example, leave forms).

2

- Own department: Knowledge of the Branch and other key departmental contacts and procedures to be able to obtain information, refer incoming mail requiring input from other directorates, and request services, such as office material and equipment and reservation of conference rooms.

2

- Other Federal Departments and Agencies: Knowledge of partnership roles, responsibilities, and contacts within National Defence and Health Canada to locate and gather relevant information.

2

- Canadian Private Sector and other Public Sectors: Knowledge of public and private sector organizations working in the same or related fields as well as knowledge of economic and social groups to be able to understand their requirements for data and information and solicit their input to newsletters and publications. The work also requires knowledge of academic and other information sources to be able to obtain information.

2

- International Public and Private Sectors: Knowledge of the mandates, roles, and aims of international conservation organizations to be able to assist colleagues in obtaining information from these organizations and direct calls from these organizations to appropriate staff members.

2

- Legislation and Regulations: Knowledge of the *Privacy Act* concerning access to personal records to be able to ensure the confidentiality of file information, and of the *Immigration Act and Regulations* and the *Citizenship Act* to be able to refer enquiries properly from clients or their representatives.



The following are examples at **Degree 5**:

5

- Own work unit: Knowledge of roles, responsibilities, objectives, and initiatives to manage strategic files and issues; to develop program frameworks; to formulate strategic directions; and to plan and manage the activities of project teams and working groups, or the organizational unit.

5

- Own department: Knowledge of policy strategies, positions, objectives, and responsibilities to manage, implement, and coordinate policy development activities; to provide advice on the development of strategic policy options, directions, and programs; to plan and manage multi-sectoral and multi-dimensional policy files and issues; and to plan, manage, and coordinate the work of departmental project teams and working groups.

5

- Other Federal Departments and Agencies: Knowledge of mandate, organization, roles, responsibilities, policy initiatives, and objectives to develop strategies and options for multi-dimensional, interdepartmental policy issues and relations; to manage and coordinate interdepartmental policy development requirements and activities; to provide strategic policy advice; and to manage and lead interdepartmental projects and working groups.

5

- Canadian Private Sector and other Public Sectors: Knowledge of the organization, role, responsibilities, policy strategies, and objectives of provincial and territorial governments to be able to provide strategic advice, to direct and track long-term policy development, and to provide direction on issues and regulatory analysis. The work also requires knowledge of the organization and objectives of the private sector relevant to the portfolio managed to be able to discuss and formulate policy options and strategies that address industry needs.

5

- International Public and Private Sectors: Knowledge of policy strategies, positions, and initiatives of other countries and organizations to manage and coordinate policy development activities, negotiate agreements and mechanisms, and promote and advance Canadian policy positions and strategies.

5

- Legislation and Regulations: Knowledge of legislation and regulations related to trade, taxation, business development, financing, and transportation in the policy portfolio area to be able to formulate and recommend legislative and regulatory amendments.





## Element 9: Communication

### Design Intent

The *Communication* element measures the skills required in the work to convey and receive messages. Both **communication in** (receiving) and **communication out** (conveying) are measured.

**Communication in (understanding others)** measures the “receive mode” of communication, the skill required to understand and interpret messages being sent through words and non-verbal cues. It reflects a range from straightforward understanding of facts, directions, and ideas to considerable interpretation of implicit or non-verbal messages with many conflicting cues.

**Communication out (making oneself understood)** measures the “convey” or “send mode” of both spoken and written communications. It reflects a range from the straightforward communication of facts, directions, and ideas to considerable persuasion and adaptation to audience needs.

### Coverage

All Public Service work requires communication skill to convey and receive messages.

### Do's and Don'ts

1. Do remember that communication is a *Skill*. The responsibilities, the efforts, and the working conditions related to using the skill are measured under other elements.
2. Do evaluate the communication skill the work requires and not the capabilities or attributes of the individual doing the work.
3. Do realize that statements describing interactions beginning with “discusses,” “obtains information,” “negotiates,” etc. may have both communication in and communication out components. Since many work descriptions separate “Communication In” and “Communication Out,” consider information from both sections when evaluating the two aspects of the element.





4. Do not assume that if an activity rates at the greatest degree of the “Communication Out” scale that that same activity will necessarily rate at the greatest degree of the “Communication In” scale. The greatest rating on each scale can be for two different activities.
5. Do not confuse *Communication* with *Information for the Use of Others* or *Intellectual Effort*. *Information for the Use of Others* is the *Responsibility* for information, for the shaping or changing of the content of the information. *Communication* is the *Skill* of articulating and delivering information as messages and receiving and appropriately interpreting messages. *Intellectual Effort* is the *Effort* associated with solving problems and analyzing the information contained in the messages. *Communication* is a skill separate from the information you are communicating or the effort that it takes to interpret the content.
6. Do remember that knowledge of the techniques and methodologies of translation and interpretation is measured under *Job Content Knowledge Application*. The knowledge of different languages is not measured under the Standard.
7. Do remember that knowledge of codes such as hand signals, shorthand, semaphore, Morse code, or any other mode of communication is measured under *Job Content Knowledge Application*.
8. Do note that the skill of interpreting non-verbal or implicit cues refers primarily to **correctly** identifying the underlying aspects of the message. For example, it does not take great interpretation skill to recognize that a sternly worded letter has been sternly worded and to treat it accordingly. However, it may take more skill to recognize and interpret the underlying meaning of sarcasm or hyperbole, depending on the context and the intent of the speaker or writer.
9. Do recognize the greater communication-in skills required in work that involves dealing with those clients or relationships that would be expected to be adversarial or could be expected to mislead or give false or incomplete information deliberately. In such instances, delving below the surface to interpret meaning becomes more critical.
10. Do remember that greater skill is required to tailor messages to particular audiences, and to communicate across barriers of knowledge, background, culture, and agenda.



## Anchoring the Element

Below, you will find examples of work that may be considered typical of a particular rating under this element. They are intended to help you “anchor” each rating in your mind and understand better the design intent of the *Communication* element.

The following are examples at **Degree A1** and **B1**:

A1  
B1

- The work requires preparing written reports for the supervisor to assist in the preparation of manuscripts; explaining work procedures to co-workers; discussing technical issues, ideas, and concepts with supervisor and co-workers; obtaining information from suppliers concerning the availability of equipment; reading and listening to understand specific instructions or requirements; reading publications to obtain information; and attending workshops and seminars to obtain information.

A1  
B1

- The work requires listening to instructions and requests from the supervisor and researcher to identify and meet their exact needs; reading and understanding instructions, diagrams, and field plans to implement protocols; advising team members and the researcher about changes in environmental conditions and safety problems; and preparing notes, recording data, labeling samples, and filling in time sheets for the supervisor.

The following is an example at **Degree A4**:

A4

- The work requires listening actively and attentively to frail and elderly clients who have difficulty expressing their needs clearly because of deficiencies such as cognitive impairment and poor physical health; interpreting a wide variety of implicit or non-verbal responses including the absence of response; and paraphrasing and empathetically responding to determine their unmet needs.

The following is an example at **Degree B4**:

B4

- The work requires synthesizing multiple complex issues and transforming legal language into plain language to develop clear concise statements of policy; adapting these complex policy issues into every-day language for client groups so that they can make appropriate decisions about relevant issues; explaining the potential implications of existing policies and proposed options and their impact on the overall policy and political environment; and developing persuasive arguments to justify departmental policy positions to departmental and client audiences.



The following is an example at **Degree A4** and **B4** used in the same activity:

**A4**

- The work requires listening to and attentively watching witnesses to detect intent, nuances, errors, and a wide variety of implicit or non-verbal responses to draw analytical and strategic conclusions and adapt questions, examination, and cross-examination styles in accordance with known psychological profiles.

**B4**

The work also requires summarizing jurisprudence, expert testimony, and technical subject matter to ensure clarity and accuracy during legal proceedings; adapting legal language into plain yet accurate language for persuasive formal argumentation before judges; tailoring information to the knowledge levels of the participants; speaking in a fashion that will persuade but not antagonize participants while maintaining their interest and comprehension; and adapting mannerisms and language to accommodate and persuade participants.

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## Element 10: Motor and Sensory Skills

### Design Intent

The *Motor and Sensory Skills* element is designed to measure the requirement in the work for proficiency in both gross (large) and small motor coordination, in equilibrium (balance) and dexterity skills, and in those skills needed to make fine sensory distinctions in hearing, sight, touch, smell, or taste. The intent under UCS is to make visible and value the requirement for motor and sensory skills in all work (including the administrative, professional, scientific, technical, and trade domains), whether it has traditionally been done by men or women.

This element is not intended to create barriers to employment for people with disabilities. The element concerns itself with what the work requires, not the physical and mental abilities of the worker or any compensating mechanisms, tools, or methods used to overcome a disability.

### Coverage

All work in the federal Public Service requires at least some degree of motor and sensory skills. Much of the work, however, actually requires a relatively low level of these skills. Beyond this basic or everyday level, this element is especially relevant when measuring those types of work requiring increasingly higher degrees of proficiency to perform the work effectively. It captures the full range of motor and sensory skills required not only in trades such as carpentry, welding, plumbing, or electrical work, and technical work such as laboratory work, but also in administrative work, like data processing or keyboarding, or professional work, like nursing or science.

### Do's and Don'ts

1. Do remember that this element is a measurement of *Skill*. Other elements measure *Effort*, *Working Conditions*, and *Responsibility*.
2. Do start with the idea that a basic level of skill means possessing the ability to perform the function without necessarily having any specific training or particular experience to carry out the activity.





3. Do distinguish between trained and expert levels of motor and sensory skill. A helpful way to tell the difference is to think about the amount of practice required to perform the skill at a given level of proficiency. While a great deal of practice might be required to attain a particular skill at a trained level, retaining a trained skill may not necessarily require continuous or ongoing practice. A skill performed at an expert level, on the other hand, can usually only be maintained through almost continuous practice. For example, a pilot requires a minimum number of hours of flight time annually to maintain the skills required for a license.
4. Do not consider how the skill is acquired; consider only what level of motor or sensory skill the work requires.
5. Do not confuse personal aptitudes and abilities with the motor and sensory skills that are fundamental to performing the job. As an evaluator, ask yourself, “Could the same result be achieved if the worker did not possess the necessary skills?” If the answer is “No,” the skills are fundamental to performing the work. Looking at work in this way also helps us to avoid inadvertently creating barriers to people with disabilities by unnecessarily associating the skills and abilities of the incumbent with the job requirements.
6. Do not confuse the skill required to perform the activity with the activity being carried out. For example, keyboarding is an activity that requires manual dexterity and eye-hand coordination, or use of an alternative adaptive device. Driving a car requires the use of several motor skills and basic visual skills simultaneously. Focus on the motor and sensory skills needed to perform the activity successfully and at the degree of proficiency required by the work. Note that while an employee may be an expert at performing a particular activity, it does not necessarily follow that expert motor and sensory skills are required to carry out that activity.
7. Do avoid the tendency to confuse the skill with *Job Content Knowledge Application* when evaluating this element. Focus on the physical acts of manipulating, controlling, and coordinating body movements to perform the skill, as well as the actual application of skills to make fine sensory distinctions, rather than the need for knowledge relating to the particular area of expertise.
8. Do not consider the requirement for interpreting or understanding non-verbal cues in this element. It is measured under *Communication*.



9. Do think carefully about skills performed in combination. Consider specific motor and sensory skills independently as well as in combination with others. Although motor and sensory skills do not need to be performed simultaneously or in the same activity to achieve a rating, there is a logical progression of coordination, timing, and precision as one moves from Degree 1 to Degree 5 on the scale.
10. Do always assign the degree for the skill characteristic that results in the highest rating when the work requires the use of more than one motor and sensory skill or skill set.
11. If a skill is required to perform the work, do measure it even if it is required only occasionally.

## Anchoring the Element

Below, you will find several examples of work that may be considered typical of a particular rating under this element. They are intended to help you “anchor” each rating in your mind and understand better the design intent of the *Motor and Sensory Skills* element.

These examples at **Degree 1** demonstrate a requirement for the use of *everyday* motor skills and *everyday* sensory skills:

1

- Manual dexterity and coordination are required to clean, peel, and cut vegetables and prepare sandwich items. Manual dexterity and coordination are also required to clean knives, meat slicers, and other utensils used for food preparation. Basic sensory skills are required to perform the work.

1

- Visual and auditory skills are required to watch a surveillance monitor and to hear alarms. Basic motor skills are required.

1

- Manual dexterity and coordination are required to operate a computer keyboard and mouse to type reports, correspondence, and documentation with no particular requirement for speed or accuracy. (In this example, a hunt and peck style of typing is sufficient to perform the work compared to a requirement for proficiency as a touch typist). Basic sensory skills are required.



The following example at **Degree 2** demonstrates the difference in degree of skill required to move along the scale from **Degree 1**:

2

- Manual dexterity and eye-hand coordination, or use of an alternative adaptive device, are required to operate a computer keyboard to input data and copy hand-written text within prescribed time limits, for instance in a production environment. (In this example, the requirement for more advanced motor skills is combined with a need for basic sensory skills.)

The following example at **Degree 4** demonstrates *expert* motor coordination and dexterity skills combined with *trained* sensory skills:

4

- Physical dexterity, coordination, and equilibrium are required when riding a horse over rough terrain, sometimes at high speeds (up to 50 kph) while working cattle, to maintain balance and control while frequently changing directions. These skills are also required to guide the horse with knee pressure and hand reins. Precise timing and eye-hand coordination are also required when roping cattle under these circumstances.

The work further requires making subtle visual distinctions not apparent to the untrained eye to identify danger and detecting the animals' intentions by observing subtle reactions which must be responded to instantly under these same conditions.

The following examples at **Degree 5** demonstrate *expert* motor skills used in combination with *expert* sensory skills:

5

- Manual dexterity, eye-hand coordination, and sensory skills are required to perform conservation treatments. Precise fine motor coordination, careful timing, and simultaneous use of sensory skills are required to apply treatments (for example, aqueous cleaning, bleaching, de-acidification) manually or with the aid of fine tools or equipment, where sensory stimuli (for example, subtle changes in colour or tone, increases in temperature, changes in texture, sounds of equipment, and smells of chemicals or solutions) signal critical points in the treatment process. Visual skills are required to make subtle distinctions between colours and to match colour, texture, and surface characteristics of repair materials to the original item being conserved.





5

- Manual dexterity and physical coordination and equilibrium are required to handle and operate fire-fighting and rescue equipment in emergency situations. Equilibrium and coordination are required to embark and disembark aircraft while carrying heavy equipment, and to climb ladders and other structures when responding to fires.

An acute sense of space and direction are required to navigate in smoke-filled rooms or enclosed areas.

5

- Manual dexterity and fine motor coordination along with visual and tactile sensory skills are required to perform precise and subtle surgical procedures. Extensive formal training, continuous practice, and experience are required to dissect tissues without destroying tissue integrity; insert needles and tubes into small veins and arteries; ligate tubes attached to thin-walled and delicate veins and arteries; insert metal gavage tubes into delicate esophageal passages without bruising; insert needles into the peritoneal cavity without puncturing abdominal tissues or the peritoneum; and remove blood from veins without collapsing or puncturing the vein. These procedures require a highly developed tactile sense to insert needles safely into veins, arteries, and the peritoneal cavity. A high degree of visual acumen is also required when performing these procedures.







## **Factor III: Effort**

This factor measures the mental and physical exertion required by the work. It comprises four elements:

- Intellectual Effort
- Sustained Attention
- Psychological/Emotional Effort
- Physical Effort





## Element 11: Intellectual Effort

### Design Intent

The *Intellectual Effort* element measures the degree of mental effort or exertion required to solve problems encountered in the work.

*Intellectual Effort* values the effort involved in solving work-related problems by considering their uniqueness and difficulty. It may measure the amount of pondering required to work through a problem or the mental gymnastics involved in looking at a problem in a new or different way. *Intellectual Effort* measures that part of problem solving that a worker could focus on while away from the work site—while out for a walk or while resting. It recognizes and values the effort that is tied to much of the knowledge work performed in Public Service.

*Intellectual Effort* also recognizes that any variables, factors, or barriers surrounding a problem constitute a constraint. The constraint scale measures those factors that are external to the problem itself and that further complicate problem solving. Constraints are *not* simply characteristics of the working conditions.

### Coverage

All Public Service work requires intellectual effort to solve problems, whether the solutions are self-evident or the problems require the development of completely new solutions, or something in between.

### Do's and Don'ts

1. Do remember that this element is a measurement of *Effort*. Other elements measure *Responsibility*, *Skill*, and *Working Conditions*.
2. Do not confuse *Intellectual Effort* with *Sustained Attention*. While both elements may be found in one job, both do not normally occur at the same time. The *Sustained Attention* element measures the effort required to maintain sensory focus, but staying focused does not necessarily occupy the intellect. Typically, in cases of sustained attention, intellectual effort is exerted only after the sustained attention has identified that something has changed or gone wrong.





3. Do always consider the difficulty of problems on the “Degree of Intensity” scale first, by itself. Then consider the “Constraints” scale, that is, the obstacles or conditions outside the problem itself that make the problem more difficult to resolve.
4. Do recognize that the exertion of intellectual effort is not limited to the scientific method. You will frequently see intellectual effort exerted in the application of creativity, inspiration, impulse, accident, guesswork, lateral thinking, trial and error, thinking on one’s feet, etc.
5. Do rate according to the description on the scale that best fits the greatest intellectual effort normally encountered in the work. Be careful to assess the effort in the work against the overall flavour of the description on the scale; avoid focusing on a single word or phrase.
6. Do recognize the significant difference between **Degree 5** and **Degree 6**. Degree 6 goes beyond Degree 5, recognizing the mental effort expended in making discoveries or creating new knowledge at the broadest level. To be evaluated at Degree 6 the work must require the effort not just to find new ways of looking at things or new ways of doing things but actually to discover or create something that is seen as a breakthrough throughout the world community.
7. Do recognize that the difficulty of the problem and the constraints on resolving the problem are not the same thing and are not interchangeable. At the same time, focus on the constraints that **relate to** the problem you are evaluating on the “Degree of Intensity” scale.
8. Do remember that problems will not always have constraints. If a problem has no constraints or only minor constraints, then rate the “Constraints” at **Degree A** in the scale.
9. Do not confuse constraints on resolving problems with the environmental conditions under which the work is performed. Interruptions and distractions do not automatically make a problem more difficult to resolve. If so-called constraints (interruptions, noise, deadlines) can be removed (asking colleagues to be quiet, forwarding telephone calls, having the deadline extended) or if problems can be taken somewhere else to resolve (a closed office, boardroom, home), then they are not really obstacles that make the problem itself more difficult. On the other hand, some constraints cannot be changed. For example, an employee who must respond to enquiries (the problem) may find that replying to one question becomes increasingly difficult while several other clients are simultaneously bombarding her or him with other questions (the constraint). Or an employee may have to deal with unrelated problems requiring different solutions in rapid succession.



10. Do evaluate the increased effort needed to find a solution when constraints make it very difficult to think and yet the worker must carry on. For example, thinking on your feet in urgent situations such as those encountered in an emergency may be of short duration, but the need to resolve the problem quickly (constraint) requires more effort.
11. Do consider how many constraints there are, and how they affect the difficulty of solving the problem.
12. Do consider these points when you are evaluating constraints:
  - a) All types of problems can have constraints.
  - b) The same type of constraint can appear at different degrees of intensity.
  - c) Constraints should be considered separately as they relate to the same problem.

## Anchoring the Element

Below, you will find examples of work that may be considered typical of a particular rating under this element. They are intended to help you “anchor” each rating in your mind and better understand the design intent of the *Intellectual Effort* element.

The following are examples of work at **Degree A1**:

A1

- The work requires reviewing information provided by clients to refer incoming calls and visitors to the appropriate person. Occasional distractions and interruptions from other telephone calls and visitors make the work more difficult.

A1

- The work includes responding to requests for information holdings and records in various media. The work is more difficult when the client provides vague or misleading information or when the client requires the information immediately.

A1

- The work involves counting and calculating ammunition inventories, shipping weights, space requirements, and quantities of explosives for inclusion in reports and shipping documents. There are occasional distractions and interruptions.



The following is an example of work at **Degree C1**:

C1

- The work involves dealing with a high volume of calls from the public and employees and directing them appropriately. Service to one caller is frequently interrupted by other callers. Each call or personal contact must be handled very quickly, while juggling other calls and work. The work responsibilities also include reporting problems that adversely affect telephone service, as well as retaining and maintaining telephone service records. This work must be performed while dealing with constant distractions and interruptions.

The following are examples of work at **Degree 5** for “Degree of Intensity” (the “Constraints” dimension varies):

5

- The work requires conducting research to develop and apply new information to the development of new control strategies and sustainable practices. It also requires discovering new knowledge and applying this information to the development of new effective control strategies. It involves considering and analyzing complex problems and analyzing the scale or magnitude of the problem and the number of interactions of concern. The work includes studying new systems about which even the basics are unknown. It also includes developing and adapting research in concert with the complexity of the systems being studied and as experiments move from controlled laboratory settings to field tests of hypotheses. Simple and creative methods must be developed to test research objectives or hypotheses, to author clear scientific papers, and to synthesize knowledge in order to suggest new research avenues. This work involves integrating research results with previously published research work that may contradict the conclusions. This search for new knowledge must be carried out while concurrently planning and leading the entire research and development program, identifying other research opportunities, seeking future funding for the research priorities, and designing additional research projects to meet externally imposed short deadlines.

5

- Intellectual effort is required to develop solutions to system design problems in designing and building underwater acoustic research systems. Since many of these systems are unique and push the limits of the available technology, solutions to typical design problems go well beyond the straightforward implementation of standard design practices, and can require considerable ingenuity and creativity to solve.





5

- The work requires adapting or developing innovative methods, approaches, or protocols to investigate and assess existing situations when current methods are clearly not applicable. When developing frameworks or practices that have never been tried before, the kind of innovative thinking required is always complicated by the lack of guiding precedent and the need to consider the work being carried out in this field nationally or internationally.
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## Element 12: Sustained Attention

### Design Intent

The *Sustained Attention* element measures the effort required to maintain sensory focus over time in order to distinguish differences or to detect changes. This sensory focus may have to be maintained despite distractions or with no tolerance in the work to break, stop, change focus, or otherwise relieve the effort. Sustained attention is not simply paying attention, nor is it concentration. Think of this element as “sensory effort.”

This element evaluates work that requires listening, scanning, feeling, or watching, or using vision, hearing, taste, smell, or touch to detect things that may or may not be changing or to discern similarities or differences.

### Coverage

Work in the Public Service often requires relatively little or no sensory effort for long periods, and even where sensory effort is part of the work, there is often a high tolerance for lapse in attention. Sensory effort is more apparent in work that requires working with instruments or equipment, as in watching surveillance or other monitors, using measuring instruments, or listening through headphones to conduct simultaneous interpretation. It is also often apparent in work with documents. But sensory effort is also involved in working with people in such activities as feeling for a pulse or performing surgery.

### Do's and Don'ts

1. Do remember that this element is a measurement of *Effort*. Other elements measure the *Responsibility*, *Skill*, and *Working Conditions* involved.
2. Do not consider the capabilities or attributes of an individual worker; evaluate what the work requires.
3. Do not measure the consequence of error when evaluating the effort of sustained attention. That is, do not measure the adverse result of a lapse in sensory effort.



4. When determining the appropriate degree of effort, do consider the frequency and duration with which sensory effort must be maintained. The greater the duration and frequency, the greater the effort required. Note that sensory effort does not necessarily have to be continuous. Measure the periods of time where work requires sensory effort with little or no tolerance for lapse in attention (excluding breaks) and add them up to calculate the percentage of the total time worked that requires sensory effort. Also note that this element measures occasional requirements for sensory effort (less than 5% of the time) at **Degree 1**.
5. Do consider whether the work tolerates a lapse in attention. If it is critical to the **work** that sensory effort be maintained so that the senses can detect or distinguish something, low tolerance for lapse in attention is indicated. If, on the other hand, sensory effort is not critical to the work, then there is high tolerance for lapse in attention.
6. Do consider any mandated pause, or limit on the amount of consecutive time to be worked, as a possible indication of lower tolerance for lapse in attention.
7. Do differentiate between *Sustained Attention* and *Intellectual Effort*. Intellectual effort can be exerted anywhere or anytime, even while doing something else. It requires mental gymnastics to explore the different parts of a problem, whether it is determining what to put in a letter or how to solve an equation. Sensory effort is usually exerted only at the work-site and stems from the requirement to focus the senses on one thing at a time. The work may demand staying focused, but staying focused does not necessarily require intellectual input. Likewise, if intellectual effort is required to solve a problem or to think about something, sensory effort may not be involved. While the two efforts may be exerted simultaneously, intellectual effort is typically exerted only after sensory effort has identified that something has changed or gone wrong.
8. Do distinguish between proof-reading, which requires sustained attention, and editing, which does not. Editing documents for content, structure, style, grammar, etc., is *Intellectual Effort*. Proof-reading that requires comparing two similar documents to detect changes or missing words or punctuation is *Sustained Attention*.



9. Do consider the links between *Sustained Attention* and *Communication* and *Motor and Sensory Skills*. Sensory effort may be required along with a high requirement for “Communication In,” for example, to detect changes in tone of voice or physical demeanour in order to discern the meaning of a message. Similarly, work that requires a high degree of precision and accuracy in motor and sensory skills may also require sensory effort to complete the work. In any case, it is still important to consider the tolerance for lapse in attention in the work to determine the degree of effort.

## Anchoring the Element

Below, you will find several examples of work that may be considered typical of a particular rating under this element. They are intended to help you “anchor” each rating in your mind and better understand the design intent of the *Sustained Attention* element.

The *Sustained Attention* element is highly time-dependent. The examples below report the amount of time sensory effort is required. These examples could be rated differently if the time required were different.

The following is an example of work at **Degree A1**:

A1

- The work involves chairing or attending meetings and consultations that require being attentive to be able to respond to concerns and questions, for a total of two weeks per year. The work also requires reviewing documents (for the signature of the minister and senior officials) and data (used to substantiate proposals) approximately 50% of the work time. This work tolerates intermittent sustained attention because of interruptions from phone calls, unexpected visitors, unscheduled meetings, and colleagues, that is, the work allows for a change in sensory focus to accommodate interruptions or to alter work activities.

The following is an example of work at **Degree A3**:

A3

- The work involves verifying the accuracy of written and electronic material and data; reviewing spreadsheets, reports, documents, and forms for accuracy and missing data; proof-reading letters for accuracy; conducting searches of hard copy files and electronic databases; and entering data onto electronic databases. This work occupies 50% to 60% of the work time.





For the next two anchors, the degree of tolerance for lapse in sustained attention is an important component.

The following is an example of work at **Degree A5**:

**A5**

- The work requires sustained visual attention when using precision equipment to amend nautical charts and when verifying the detailed consistency and accuracy of positioning, sizing, colour shading, and symbols of one's own and colleagues' charts, and examining charts for misprints and errors. Sustained visual attention is required daily and continuously for 75% of the time, to detect errors of far less than one millimetre. The work requires the use of precision power tools to fabricate finely detailed wood and rubber templates used for chart corrections approximately 5% of the time.

The following are examples of work at **Degree B3**:

**B3**

- The work requires listening to a speaker's message while simultaneously interpreting the message into another language using the correct tone, style, inflection, and terminology. This work requires auditory attention while interpreting the message and consulting reference materials such as glossaries and specialized reference documents. Simultaneous interpretation is conducted throughout a regular day of eight hours for 20-minute periods separated by 20-minute breaks. Total work time conducting simultaneous interpretation comprises 40-50% of the work-day. Additional effort is required when the speaker strays from the texts or subjects submitted.

Within a single job, a variety of activities can require sensory effort:

**B3**

...

- Sustained visual attention is required to transcribe dimensions in decimals or in fractions in the metric and imperial systems and to maintain accuracy when creating finely detailed patterns or templates and when transferring measurements for fabricating finished components. The degree of tolerance can be thousandths of an inch. Distraction in the industrial environment can include noise, lack of light, and concurrent work activities on multi-trade work sites. The need for attention is continuous while performing this activity, which represents approximately 8% of the work time on a daily basis.

Sustained, acute visual attention is required when operating high-speed metal-fabricating equipment, such as hydraulic punches and power shears. Distractions are continual and include noise and concurrent activity. This activity represents 15% of the work requirement.



Sustained visual attention is required—while using open flame to form materials, solder, braze, or weld (using oxyacetylene)—to be able to distinguish differences between temperatures and the application rate of the filler or bonding material, using indicators such as changes in colour of material and flame, and material flow. Distractions include concurrent activity, awkward positioning, and inadequate lighting. This activity represents about 10% of the work requirement.

**B3**

cont'd

Sustained visual, auditory, and tactile attention is required when working near energized electrical, high pressure steam, air, water, or fuel systems. A momentary lapse in attention from noise and/or concurrent activity on multi-trade work sites can cause death or dismemberment or damage to ships' equipment. This activity is performed about 5% of the time.

Sustained attention is required when operating a motor vehicle in a heavy industrial environment for the transport of personnel, material, parts, or equipment. Distractions include other vehicles, cranes, noise, and line-of-sight blockages on a continual basis. This activity is performed about 5% of the work time.

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## Element 13: Psychological/Emotional Effort

### Design Intent

The *Psychological/Emotional Effort* element is designed to measure the amount of effort or energy required to cope with emotionally or psychologically demanding work. It recognizes and values the effort it takes to deliver the appropriate response, to take the necessary action, to suggest another solution, to maintain composure, to stay and appear cool under pressure, or to be effective in the face of highly controversial issues or someone else's misfortune or illness. This element also considers the degree of control the work allows over when, how often, and for how long the effort occurs.

Although it is people-oriented, the *Psychological/Emotional Effort* element is not incumbent-driven. It is not about how a worker feels about a particular situation or how well a worker copes as a person. Nor is it about the skills a worker uses in order to cope. It is about the work having a requirement to cope with varying situations and people, regardless of any individual employee's ability to do so, and about the effort that it takes to cope with work that is inherently psychologically demanding. Only those psychologically and emotionally charged components of work that would require any worker to exercise control over his or her emotions or reactions in the course of performing the work are evaluated.

### Coverage

The *Psychological/Emotional Effort* element will apply to a wide range of work in the Public Service, particularly, as might be expected, work that requires dealing face to face with a clientele. For example, psychological and emotional effort is expected in varying degrees in delivering services and programs to the public, or in representing the federal government on contentious or controversial issues. Psychological or emotional effort is also required when dealing with situations involving disappearing species or natural disasters; it is required in mediation, conciliation, and rehabilitation work; it is required working in regulatory and enforcement roles; and it is required in the health field.





## Do's and Don'ts

1. Do remember that this element is a measurement of *Effort*. Other elements measure *Skill*, *Working Conditions*, and *Responsibility*.
2. Do measure only effort required to cope with emotionally and psychologically demanding situations arising from the responsibilities in the work. This effort would always be attached to the duties assigned. As such, working for a difficult boss or with a difficult employee does not count above the minimum. Neither do poor relations with a co-worker, nor does organizational change, nor do differences in management style.
3. Do not confuse the psychological working conditions of the work environment with situations arising from the work itself that require psychological or emotional effort. Consider the example of a hospital ward. The physical and psychological working conditions will be the same for all workers no matter what their responsibilities. However, the responsibility for informing family of changes in a patient's condition will require different psychological and emotional effort than the responsibility for cleaning the ward or the responsibility for changing the water pitcher for that patient.
4. When measuring the degree of intensity, do remember that you are trying to assess the amount of effort required based on the emotional or psychological demands of the work, not based on the psychological or emotional capabilities of the employee.
5. Do try thinking of the three degrees of intensity in this way:
  - “Minimal intensity” would equate to the effort needed to overcome reactions such as frustration, annoyance, disappointment, or confusion—the kinds of reactions a person would experience and cope with regularly and with relative ease.
  - “Moderate intensity” might relate to stimuli or circumstances that would trigger some kind of defensiveness, disgust, pity, anger, sadness—the kinds of things people would normally avoid if they could, and if they could not avoid them, they could muster the effort to cope with them.
  - “Substantial intensity” might equate to the effort needed to overcome an emotional reaction that would be very difficult to conceal—the kind of reaction most people would go to great lengths to avoid (real revulsion, sorrow, fury) and that they would ordinarily be very happy to have someone else handle for them.



6. When measuring the degree of control, do consider that the more often the work generates such demands, or the longer the demands last, the greater will be the rating on the “Degree of Control” dimension.
7. When you are measuring the degree of control, do think about the *predictability* of the demand for psychological and emotional effort. If the work demands can be predicted, or controlled and planned for, the work would rate at a lesser degree on the rating scale than work with little or no such predictability or control. For example, if a meeting is expected to be emotional, some control can be exercised over when and for how long it is scheduled.
8. Do evaluate the requirement to be on 24-hour stand-by under the *Working Environment (Psychological)* element. It is a working condition rather than an effort.
9. Do check for linkages between different elements. *Psychological/Emotional Effort* might be linked to *Well-being of Individuals*, *Ensuring Compliance*, *Communication*, and *Working Environment (Psychological)*. For example, the link between *Psychological/Emotional Effort* and *Communication* exists because psychological or emotional effort is usually exerted during interaction between people. The link between *Psychological/Emotional Effort* and *Working Environment (Psychological)* exists because the requirement to be present in an unpleasant situation (like a disaster or an accident), which is measured under *Working Environment*, can sometimes expand to the requirement to do something about it, which would be measured under *Psychological/Emotional Effort*.

## Anchoring the Element

Below, you will find several examples of work that may be considered typical of a particular rating under this element. They are intended to help you “anchor” each rating in your mind and understand better the design intent of the *Psychological/Emotional Effort* element.



The following example at **Degree A1** demonstrates *minimal* mental exertion required to cope with psychologically demanding work and *control* over *most* work demands:

A1

- Psychological effort is required to cope with the reactions of co-workers and superiors to the findings from tests conducted on production-ready systems. The nature of the work is to test systems critically and to find flaws, faults, and other negative aspects so that each system will be used to get the intended result and not jeopardize any other system.

There is control over when the results will be released and discussed, and challenges to the findings can be planned for.

These examples at **Degree C3** demonstrate *substantial* mental exertion required to cope with psychologically demanding work and *minimal or no control* over *most* work demands. The rating is based on the cumulative effect of the various aspects of the work that demand psychological or emotional effort. The cumulative effect adds up to *minimal* control *most* of the time.

C3

- Psychological effort is needed to remain composed when dealing with highly charged, emotional, and confrontational offenders. This psychological and emotional effort is continuous, and intense. Each of the offenders presents a different set of needs and circumstances that must be addressed. The work requires developing a trusting relationship so that the counselling to prepare an offender for rehabilitation and release is effective. Emotional energy is expended when dealing with offenders recognized as having life-threatening illnesses, and when providing counselling on problems related to ethics, guilt, confusion, fear, loneliness, communication, self-acceptance, conscience, family, substance abuse, forgiveness, responsibility, maturity, and spiritual matters. These aspects of the work are on-going, so the psychological and emotional effort are constant. The work also requires dealing with natural and accidental deaths, suicides, and homicides within the institution. The occurrence of such incidents cannot be controlled, although the duration of the counselling about them can be. As the institution is also the offenders' living space, and relationships are developed among the population, situations arise that are unexpected and unrelated to the purpose of the re-integration counselling. Meetings are scheduled for each of the sessions, but there is little control over the content, mood, reactions, and attitudes of the offenders.





- Psychological effort is required to remain impartial, calm, controlled, and professional while dealing with people who are angry or irate or under the influence of drugs or alcohol, who disagree with laws and regulations or policies of the department, or who have been subject to an enforcement operation or action. These encounters create highly charged and unpleasant emotions contributing to the strained and tense interaction between the officer, family members, and the group or individual. The timing or frequency of these situations cannot be controlled.

C3

Psychological and emotional effort is required to cope with unpleasant circumstances when responding to emergencies and assisting other agencies in disaster situations or at accident sites, or when providing emergency first aid, for example, when providing assistance to the local police agency in recovering remains in drowning incidents or car accidents. The timing and frequency of these situations cannot be controlled.

Psychological and emotional effort is required to make and defend decisions related to the on-going requirement to enforce federal government policies and regulations that might engender the enmity of people in the local isolated community and result in the community's ostracism of the employee's family.

- Psychological and emotional effort is required to provide service to clients professionally regardless of the behaviour of the client, who might be, for example, physically, verbally, or mentally abusive, or distraught because of mental illness, substance abuse, or suicide attempts. The duration, frequency, and intensity of individual incidents, the number of clients, and the expressive behaviour of the clients cannot be controlled.

C3

...

Psychological and emotional effort is required to remain impartial and maintain composure when exposed to gruesome or violent situations requiring medical intervention. Injured people; risks to self; pressures from the community, the Chief, or the Council; the requirement to monitor the actions of community emergency responders; and distractions from loud noises all require psychological and emotional effort to be able to cope. The employee must use his or her own judgment and not be influenced by surrounding events and/or panic-stricken people. The duration, frequency, and intensity of individual incidents and the number of clients cannot be controlled.





Psychological and emotional effort is required to provide comfort and be empathetic in the face of client or client family misfortune or terminal illness. It is also required when discussing treatment plans and options that may not be in accordance with the employee's personal views (for example, treatment that includes therapeutic abortion). The duration, frequency, and intensity of these incidents cannot be controlled.

**C3**  
cont'd

Psychological and emotional effort is needed when the employee is called as a first responder to an emergency situation in the community. Quick decisions are essential in dealing with the emergency while providing support or care until the ambulance arrives. The situations tend to be extremely emotional as community members are on the scene and may be very upset. These situations are completely unforeseen and their duration, frequency, and intensity cannot be controlled.

Psychological and emotional effort is needed daily to jump from one task to another as the day progresses. Ordinary day-to-day work may be interspersed with interactions with clients who are angry or upset about policies, emotionally agitated, or fearful about upcoming events. The employee must remain calm and positive and continuously readjust affect and approach to provide appropriate service to each client. Interruptions cannot be controlled or planned for and often prevent the daily workplan from being carried out.

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## Element 14: Physical Effort

### Design Intent

The *Physical Effort* element is designed to make visible and to measure the exertion of physical effort and energy the work requires. It recognizes the physical effort and energy involved in exerting force, either while moving or while staying still. This element also considers the duration and the frequency of the physical exertion of moving or staying still. In other words, it considers *how long* this effort is being exerted and *how often* this effort is required.

Physical exertion while moving refers to any amount of strength and energy expended when the body is in motion. Physical exertion while staying still refers to any amount of strength and energy expended when keeping the body, or parts of the body, in the same position for a length of time, or when remaining in the same place or position where movement is limited or restricted.

### Coverage

All Public Service work requires physical effort. It is required in a diverse range of working environments such as hospitals, laboratories, offices, and outdoors. Physical effort can be reported in any work that requires an employee to lift, carry, hold, physically constrain, repeat physical movements, perform a sequence of apparently small movements, hold a posture or position for a specified period of time (holding may be either an activity by itself or part of another activity), or any combination of these actions.

Much of the work performed by the federal Public Service is done in an office environment. It usually requires little physical exertion and allows flexibility for stillness most of the time.

### Do's and Don'ts

1. Do remember that this element is a measurement of *Effort*. Other elements measure *Skill*, *Working Conditions*, and *Responsibility*.
2. Do not assign the co-ordinates A1 or B1. Both are shaded out on the evaluation grid.



3. Do consider only the requirement of the work to exert physical effort, and not the individual employee's capabilities. An individual's personal physical strength, energy, and capabilities are not measured.
4. Do not downplay the effort required simply because the work does not involve heavy physical labour.
5. Do consider work that is normally viewed as non-physical or sedentary. For example, do not overlook work in an office environment that may require physical effort to remain seated for prolonged periods without the freedom to move much in order to complete work within a specific time. Make sure this limited movement is a requirement of the work.
6. Do count periods of stillness only if the work does not allow the worker to choose when he or she will remain still. Stillness refers to keeping one's posture, position, or a part of the body still over time with very little movement or change in position allowed because of the nature of the work. Count remaining seated here only when it is a requirement of the work, and when standing or changing positions would negatively affect the work being performed. Count here also the requirement to stand or hold positions, where sitting or moving would negatively affect the work.
7. Do consider how surroundings may affect physical effort. For example, some work must be performed in uncomfortable or awkward positions, or in less than ideal conditions such as wind, waves, fog, cold, or heat, or in wet and slippery places. But keep in mind that when considering surroundings, you are evaluating only how the environment has an impact on or increases the physical effort exerted. Exposure to disagreeable conditions is actually measured under the *Work Environment* element.
8. Do examine the intensity of the required physical effort relative to the amount of time spent doing it.
9. Do remember that typically work is designed so that it does not require performing activities that demand highly intensive physical effort (including total stillness) for most of the time.
10. Do note any requirement for a break from the work. Usually, a mandated break will indicate a physical effort.





11. Do assume that Public Service work is conducted in compliance with established safety codes and practices. For example, the *Canada Labour Code* stipulates the maximum weight for safe lifting by an individual without any mechanical or human help. The maximum varies in different situations: be sure to consult any applicable standards when evaluating the work.

## Anchoring the Element

Below, you will find several examples of work that may be considered typical of a particular rating under this element. They are intended to help you “anchor” each rating in your mind and understand better the design intent of the *Physical Effort* element.

The following examples at **Degree C1** demonstrate work that requires little physical exertion, or that allows flexibility for stillness, and occurs most of the time.

Little physical exertion and/or allows flexibility for stillness:

C1

- The work requires bending, stretching, and lifting boxes, equipment, and files while filing or retrieving documents from cabinets for up to an hour a day. The work also requires carrying a briefcase, on occasion.

C1

- The work requires prolonged sitting while travelling, participating in meetings, interviewing clients, reading written material, working at a computer, and consulting with staff and stakeholders.

C1

- The work requires sitting daily for up to two hours at a time while keyboarding, inputting data, preparing letters, charts, or presentation materials, or reviewing documents.





The following examples at **Degree C3** demonstrate work that requires highly intensive physical exertion, or demands total stillness, for most of the time.

Highly intensive physical exertion:

C3

- The position requires moving or carrying patients, every day for about 3.5 hours, to administer basic care. The employee must stand, bend, stretch, and kneel for long periods several times a day to tend to patients' needs. Frequently and on a daily basis, the work requires walking while accompanying a patient to desired destinations and while running errands. The work also requires restraining agitated or non-co-operative patients in crisis situations. On a daily basis, 2–3 times a day, the work requires pushing patients in their wheelchairs around the hospital halls or grounds.

Several times daily, the work requires lifting equipment and medical supplies as well as boxes, recreational material, and bags onto a trolley, and pushing it to place the materials in their designated spaces. On occasion, the work involves assembling activity tables. The work also requires bending over to clean tables and floors and to pick up objects once a day to ensure the patients' safety.

Total stillness:

C3

- The work requires physical effort to remain still while observing biological specimens under a microscope, with the exception of very small hand movements to manipulate the controls, 30–40 minutes at a time, up to 6–8 times a day. Specimens are complicated to produce, and will deteriorate fairly quickly; therefore, once the observation has begun, no pause can be taken until the observation is complete.



## Factor IV: Working Conditions

This factor measures the physical and psychological conditions under which the work is performed, and their potential effects on the health of employees. It comprises two elements:

- Work Environment
- Risk to Health





## Element 15: Work Environment

### Design Intent

The *Work Environment* element is designed to recognize that some work in the federal Public Service must be carried out under disagreeable working conditions. The intent of this element is to give value where the work must be performed under conditions that would cause physical or psychological discomfort to anyone doing the work.

This element measures the degree of exposure to disagreeable working conditions. It acknowledges that work in the Public Service may be carried out under a wide range of conditions, while recognizing that most work is performed under generally favourable psychological and physical working conditions.

### Coverage

Under the *Universal Classification Standard (UCS) 2.0*, the notion of work environment has been expanded to include unpleasant **psychological** components of work that might previously have been overlooked in addition to disagreeable **physical** components. The two separate components of this element deal with work that takes place under conditions as diverse as those found on board ships or in labs, hospitals, offices, correctional facilities, schools, and airports or outdoors under all sorts of weather conditions.

### Do's and Don'ts

1. When evaluating any work, do think about the environmental conditions of that work relative to the wide variety of psychological and physical working conditions across all federal Public Service work.
2. Do evaluate the psychological and physical **conditions** that exist in the environment in which the work is being performed. The consequences or outcomes (if any) of working under such conditions are dealt with under the *Risk to Health* element.
3. Do not consider the effort to deal with these conditions. The effort put into dealing or coping with these conditions is measured under the *Psychological/Emotional Effort* element.





4. Do not consider conditions or requirements of the work such as overtime or shift work that are compensated through extra pay. They are not being measured here.
5. Do think about the psychological aspects of the work environment, not just its physical aspects. Aspects of the work's physical environment may contribute to disagreeable conditions in its psychological environment.
6. Do look at psychological environment and physical environment as independent of each other. The scales that measure them are separate and unrelated. You will arrive at a final rating by adding together the results awarded under each scale.
7. Do not assume a relationship between the "Psychological" and "Physical Environment" scales. No correlation necessarily exists between the two. For example, just because work ranks at the highest level on the "Physical Environment" scale does not necessarily mean it would rank highly on the "Psychological Environment" scale, or vice versa. In fact, the two may have no relationship at all to each other.
8. Do always assume working conditions comply with current legislation and standards. Remember that codes or standards that govern the work may vary from one workplace to another. For example, in different situations, the allowable level of decibels may vary. When evaluating work, use the published codes for the work described.
9. Do not assume that different jobs performed in the same physical location are exposed to the same psychological or physical working conditions. For example, an administrative worker in a hospital is not exposed to the same physical or psychological conditions as those experienced by someone providing front-line or emergency room care to patients. Similarly, not all work in a correctional facility is exposed to the same degree of psychological and/or physical discomfort.
10. Do think about the atmosphere under which the work is carried out when evaluating psychological environment. Lack of control over, or inability to predict, what is going to happen next increases the degree of psychological discomfort. At the greatest degree, unpredictable danger or an unstable, contentious atmosphere around the work might prevail.
11. Do consider whether or not unpleasant conditions of the work environment can be changed or mitigated.



12. Do not consider exposure to unpleasant conditions or annoying aspects of the environment that are not absolute requirements of the work. A direct link must exist between exposure to conditions and requirements of the work.
13. Do check for linkages between different elements. For example, in extreme working conditions, you will often find a link to *Well-being of Individuals, Ensuring Compliance, Communication, Motor and Sensory Skills, Psychological/Emotional Effort, Physical Effort, and Risk to Health*.
14. Much work in the Public Service involves conflicting priorities, tight deadlines, and lack of control over pace of the work. Do not confuse situations where these are unavoidable conditions of the work with situations where they are the result of poor planning.

## Anchoring the Element

Below, you will find several examples of work that may be considered typical of a particular rating under this element. They are intended to help you “anchor” each rating in your mind and understand better the design intent of the *Work Environment* element.

The following examples at **Degrees A1** and **B1** demonstrate psychological and physical conditions in the work that are *good most* of the time:

**B1**

- The work is performed in an open office environment and involves frequent interruptions from co-workers and clients.

**A1**

- The work involves conflicting priorities, tight deadlines, and lack of control over pace of the work.

The following example at **Degree A4** demonstrates conditions in the work that cause *extreme* psychological discomfort *on occasion*:

**A4**

- During rescue operations, the work is highly unpredictable and often extremely dangerous. There is no control over the frequency or magnitude of emergency situations. During emergencies, the work requires exposure to unpleasant and upsetting sights and smells such as casualties, burn victims, fatalities, destroyed structures, and other devastation.



The following example at **Degree A4** demonstrates conditions in the work that cause a *high degree* of psychological discomfort *most* of the time:

- The work involves psychological discomfort because of the requirement to work in an emergency situation, dealing with life and death. Because the Health Centre is the only medical facility in the community, the employee will be personally acquainted with many of the clients who arrive for treatment.

**A4**

Psychological discomfort can be experienced when dealing with distressed, angry, or confrontational people from the community. Stress is added if the situation becomes a political issue, involving Chief and Council. Because of the perception by the community of the employee as a representative of the organization, the employee bears the brunt of community members' anger at policies and guidelines they consider unfair, unreasonable, or inhumane. The employee must face and deal with anger over local social and/or health concerns several times a day.

Psychological discomfort results from frequent deadlines, multiple and conflicting demands for service, and a heavy workload. Frequent interruptions by staff and other clients add to the psychological discomfort. Psychological discomfort also results from trying to cope with the lack of control over the pace of work because of inflexible deadlines, critical time limits, and escalating and conflicting demands from clients, their families, community members, and Chief and Council.

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The following examples at **Degrees A5** and **B5** demonstrate conditions in the work that cause *extreme* psychological *and* physical discomfort *most* of the time:

**B5**

- The work involves long periods of time spent on board the vessel (frequently for periods ranging from four to six weeks). The work requires continuous exposure to engine room noise and vibration, as well as noise caused by the breaking of ice during ice breaking operations. Bad weather causes frequent rough sea conditions and results in constant pitching and rolling of the platform.

**A5**

- The requirement to share accommodations and living space for the duration of the time at sea results in almost total lack of privacy. Isolation and long absences from home, with minimal mail and phone contact, cause loneliness and boredom.



The following example at **Degree B5** demonstrates conditions in the work that cause *extreme* physical discomfort *most* of the time:

**B5**

- The work involves constant exposure to heavy industrial noise, engine oils and grease, dust, dirt and other irritants, chemicals (used by the employee or by others working in the immediate area), fumes and smoke from welding, and vibration from running equipment. Much of the work involves spraying (using a combination of water, steam, and grit) inside tanks and other confined spaces with poor ventilation and lighting, and exposure to the residual contents of the space itself (sewage, fuel, and asbestos, for example).
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## Element 16: Risk to Health

### Design Intent

The *Risk to Health* element is designed to recognize work characteristics that present immediate or future risks to employee health. These are unavoidable risks or dangers that remain present while the work is being performed once all precautionary measures have been taken to counter or alleviate them. The element evaluates risks to physical and/or mental health.

This element assumes:

- that the employer complies with current legislation and standards;
- that the work required does not needlessly endanger the employee; and
- that the employer mitigates the risk by taking all necessary measures and precautions to ensure the occupational health and safety of staff.

This element does not evaluate unpleasant physical or psychological working conditions, or the effort required to deal with them. It evaluates the effects or results of these working conditions on physical and mental health.

### Coverage

Much of the work performed by the federal Public Service entails little risk to health. Some work, however, includes dangers that persist despite the precautions and practices in place. These persistent dangers occur particularly in hospitals and laboratories, or where field work is required.

Other types of work can also include risks to health, for instance, work that requires interaction with people who are ill, disturbed, or considered to be violent, or work that entails rescuing people in distress.

Risks to health have traditionally been associated with work that requires working outdoors in changing weather conditions, using heavy equipment, handling hazardous materials, etc. This element seeks to broaden the concept by recognizing that risks to health are also found in other types of work such as administrative, healthcare, and social work.



## Do's and Don'ts

1. Do not confuse physical and psychological working conditions (*Work Environment*) and the effort required to face these conditions (*Psychological/Emotional Effort*) with the effect these conditions have on one's health (*Risk to Health*). For example, being exposed to extreme temperatures in the Far North can make working conditions unpleasant. Deal with this under the *Work Environment* element. The effort required to perform the work despite unpleasant working conditions must be considered under the *Psychological/Emotional Effort* element. Evaluate the effect or results of working conditions on physical and/or mental health under the *Risk to Health* element.
2. Do remember that the need to wear protective clothing or the need to handle hazardous materials may indicate that the work presents a risk to health. ("Hazardous materials" do not include materials that have been judged safe for use by consumers, such as toner cartridges.)
3. Do not consider risk or danger that is avoidable once all precautions and provisions have been taken. For example, danger that can be circumvented by performing the work differently does not constitute a risk to health, since the potential danger can be avoided.
4. When using the "Degree of Risk" scale, do consider the extent to which exposure to risk can be managed.
5. Do recognize that risks to health are not necessarily greater for someone who works outdoors rather than indoors, with a pneumatic drill rather than a syringe, or in a laboratory rather than a kitchen.
6. Do not consider individual reactions to the environment that could be exacerbated by personal health problems. Federal Public Service workplaces are designed to meet or exceed acceptable occupational health and safety standards. Remember that this element evaluates the characteristics of the work, not those of the worker.
7. Do not consider risks that might be incurred or increased because of the worker's personal or lifestyle habits.
8. Do not rate requirements that fall outside legal standards. For example, the *Canada Labour Code* limits the number of kilograms that an employee must lift without human or mechanical assistance. Always assume working conditions comply with current legislation and standards, and remember that the codes or standards governing the work may vary from one workplace to another. Refer to the published codes for the work described.



9. Do consider jetlag as a risk to physical health if the work requires plane travel. Travelling on commercial airlines does not constitute an impending health risk above **Degree 1**.
10. Do check for linkages between different elements. For example, *Risk to Health* may be linked to *Work Environment*, *Physical Effort*, and *Psychological/Emotional Effort*.

## Anchoring the Element

Below, you will find several examples of work that may be considered typical of a particular rating under this element. They are intended to help you “anchor” each rating in your mind and understand better the design intent of the *Risk to Health* element.

Here are examples of work at **Degree 1**:

1

- Exposure to impatient, irritated, or uncooperative people and having to solve problems within tight deadlines, with multiple demands and conflicting priorities, can result in mental fatigue or stress.

1

- Using finger and wrist muscles repeatedly for several hours at a time while reviewing and inputting information into a computer can cause muscular pain.

1

- Exposure to the glare of computer terminals, micro-graphic equipment, or photocopiers for several hours at a time can lead to eyestrain.

1

- Travel produces periods of long work hours and extensive time away from home, sometimes for as long as three weeks at a time. The requirement to travel by air, sea, or car may entail a risk of personal injury.

Here is an example of work at **Degree 4**:

4

- The work requires working on systems such as gun platforms, ammunition feeds, missile launchers, fire control directors, and radar/communication antennae. The work is done under “power on” conditions where extreme caution must be exercised because of the possibility of unexpected, sudden movements of large mechanical assemblies that could cause grave injury such as dismemberment.





4

- The work requires working in close proximity to high voltages, electromagnetic radiation, laser emissions, and radioactive components where care has to be taken and safety procedures followed. Exposure could result in sterilization, burns, or loss of life by electrocution.
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## ***GRAND & TOY***

### **VERSATILE 368 - 1.5"**

BLACK	99568	NOIR
RED	99570	ROUGE
LT. BLUE	99593	BLEU
DK. BLUE	99569	BLEU
GREEN	99573	VERT
GREY	99571	GRIS
BURG.	99596	BOURG.
YELLOW	99572	JAUNE

Manufactured by/Fabriqué par  
ACCO CANADA INC.,  
Willowdale, Ont. M2H 2E2



